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ABSTRACT

This manual provides a tool for training community-based primary school teachers with a focus on a child-centered approach. There are 34 sections: (1) "Who an Affective Teacher Is"; (2) "How Children Learn"; (3) "Schemes of Work" and "Records of Work"; (4) "The Lesson"; (5) "Lesson Plan"; (6) "Effective Methods of Teaching"; (7) "Effective Beginning of a Lesson"; (8) "How to Reinforce Learning"; (9) "Variation Technique"; (10) "Questioning Technique"; (11) "Effective Ending of a Lesson"; (12) "Effective Use of the Chalkboard"; (13) "Illustration Technique"; (14) "Teaching and Learning Materials with Emphasis on Locally Available Materials"; (15) "Effective Lesson Presentation"; (16) "Guidelines for Successful Teaching"; (17) "Integration of Subjects"; (18) "Creating a Conducive Environment for Learning"; (19) "Creating Learning Centres"; (20) "Assessment of Pupils' Achievement"; (21) "Marking Pupils' Work"; (22) "Supervision of Homework by Teachers and Parents"; (23) "How to Assist Slow Learners"; (24) "Improving Teaching through Clinical Supervision"; (25) "Life Skills"; (26) "Interactive Reading Skills"; (27) "Writing Skills"; (28) "Achieving Permanent Numeracy" (29) "Community Participation in Curriculum Design and Implementation"; (30) "Community Participation in Curriculum"; (31) "Community Participation in Curriculum Design and Implementation Followup Practice"; (32) "Introducing Beginners to School Life"; (33) "Community Empowerment"; and (34) "Water and Sanitation." (SM)

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Save the Children (US) Education Program, Malawi

Teacher Training

RESOURCE HANDBOOK

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nnovative Approach to Teaching and Learning

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Save the Children (US) Education Program, Malawi

Teacher Training

RESOURCE HANDBOOK

Innovative Approach to Teaching and Learning

Save the Children

Foreword

Because of the great success of its pilot project in community based primary education between 1994 and 1998 in Mangochi District, Malawi, Save the Children (SC/US) has been stimulated to produce a teacher education training manual in order to share some of its best training experiences with other players in the education field.

The pilot project in community based primary education, popularly known as "Village Based Schools" (VBS), began in 1994. The eight pilot schools were the site of a mixture of exciting innovations implemented simultaneously with the goal of expanding access and addressing quality in primary education. SC/US ensured that 100% of the paraprofessional teachers involved in the VBS had training and divided the field-based teacher training sessions into three. The first training lasted fourteen days before the school year began, while the second and third were offered during school breaks and lasted seven days. The training content focused on "creative" or "innovative" approach to teaching emphasising on practical skills, participation of learners, diversity of methods and the use of locally available resources.

In addition, the pilot effort considered the important role school committees, parent teachers associations and local community leaders play in the development and management of the school. The SC education staff and their partners trained the members of the school committees and local traditional leaders empowering them to take a pride in their school and instill in them the aspects of ownership of the schools and accountability of the education of their children. Thereafter, the community leaders were able to monitor and help the headteachers to manage the village based schools.

This manual is a training tool which we hope interested readers and users will find very valuable for training community based primary school teachers. It has been produced through the concerted effort of SC Education staff and its education partners who have long experience in training, supervision, monitoring, evaluation and guidance of teachers and school committees. The approaches and techniques discussed in this manual have been tried by SC Education programme and they have worked successfully.

The Malawi Field Office Director of Save the Children (US) appreciates the contributions of all the members of the Education Sector and District Education Office - Mangochi who worked tirelessly to produce this manual. The following are names of the authors of the manual:

(1) Lester Namathaka: Senior Education Advisor
(2) Master Kalulu: District Education Coordinator
(3) Andrew Malisawa: District Education Coordinator
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(8) Arton Namachapa: Education Trainer (QUEST)

Innovative Approach

Save the Children (US) programs are anchored on six operational principles. These are: child-centredness, gender equity, scale up, measurable impact, empowerment and sustainability. The child is at the centre of all program activities. In SC's Education Program, the classroom teaching and learning emphasizes the child-centred approach. This underlines the general principle of how children learn their environment. Children learn in multiple ways, i.e. listening, manipulating objects or things, doing, playing, dramatizing or through singing and seeing. The learning styles of all the children are not the same. It is no fact that the child who learns by seeing does not learn in any other way. She/he may learn in other ways too but she/he learns better by seeing.

This general principle of how children learn can be translated into a creative approach to teaching and learning in the classroom which the SC Education Program calls its "innovative approach" to teaching and learning. The approach stresses practical skills, participation of learners, diversity of methods, and local teaching and learning materials. This innovative approach has been the core aspect of teacher training, supervision and school committee support as a response of Save the Children to the need for quality primary education in Mangochi District.

Table of Contents

1. Who an Effective Teacher is .2
2. How Children Learn .6
3. (A) Schemes of Work .11
   (B) Records of Work .15
4. The Lesson .19
5. Lesson Plan .22
6. Effective Methods of Teaching .33
   (A) Demonstration Method .35
   (B) Pair Work Method 38
   (C) Group Work Method .42
   (D) Role Play Method .46
   (E) Focus Group/Discussion Method .51
   (F) Games .56
   (G) Songs and Rhymes .61
7. Effective Beginning of a Lesson .65
8. How to Reinforce Learning .68
9. Variation Technique .72
10. Questioning Technique .76
11. Effective Ending of a Lesson .80
12. Effective Use of the Chalkboard .84
13. Illustration Technique .88
14. Teaching and Learning Materials with Emphasis on Locally Available Materials .98
15. Effective Lesson Presentation .103
16. Guidelines for Successful Teaching .107
17. Integration of Subjects .112
18. Creating a Conducive Environment for Learning .118
19. Creating Learning Centres .125

8

20. Assessment of Pupils' Achievement 130
21. Marking Pupils' Work 135
22. Supervision of Homework by Teachers and Parents 139
23. How to Assist Slow Learners 144
24. Improving Teaching through Clinical Supervision 149
25. Life Skills 155
26. Interactive Reading Skills 163
27. Writing Skills 168
28. Achieving Permanent Numeracy 175
29. Community Participation in Curriculum
Design and Implementation 179
30. Community Participation in Curriculum
Design and Implementation Follow-up Practice 183
31. Quality School Management 187
32. Introducing Beginners to School Life 191
33. Community Empowerment 195
34. Water and Sanitation 199

Appendices 204
Appendix A: Sample Record of Work 205
Appendix B: Appraisal Guide for the Skill of Introduction 206
Appendix C: Appraisal Guide for the Skill of Reinforcement 207
Appendix D: Appraisal Guide for the Variation Technique 208
Appendix E: Appraisal Guide for the Questioning Technique 209
Appendix F: Appraisal Guide for the Skill of Closure 210

Chapter 1

■ **Topic:**

Who an Effective Teacher Is

Duration: 1 hour

Introduction

A teacher is a person charged with the responsibility of imparting important knowledge, skills and attitudes to others in order to achieve new behaviours in the learner. To produce the desired behavioural change in the learner, the teacher should consider several things – such as goals and objectives, content, methodology, teaching and learning materials and ways of measuring impact. An effective teacher should equip oneself fully and create situations where goals, objectives, content methodology, teaching and learning materials are well interlinked.

Objectives

By the end of the chapter participants should be able to:

1. Describe an effective teacher.
2. List qualities of an effective teacher.
3. Enumerate what an effective teacher should do.

Materials

- Flip chart papers
- Pental pens
- A4 foolscap

Activities

1.0 AN EFFECTIVE TEACHER

1.1 Give a piece of paper to each participant and let the participants describe on that paper what they think is an effective teacher in a sentence or phrase.

1.2 At a random let as many participants as possible read from their papers. As they read, summarise their responses in short form on flip chart or chalkboard.

e.g. – Versatile
- One who knows his/her pupils well.
- Resourceful
- Sympathetic
- Who reads widely
- Who uses a variety of methods, etc.

2.0 QUALITIES OF AN EFFECTIVE TEACHER

2.1 Explain that from the list given by the participants the effective teacher can be described in four main ways:

(a) He/she must have knowledge about how children learn and behave.

(b) He/she must display attitudes that foster learning and genuine human relationships.

(c) He/she should have sound knowledge of the subject matter to be taught.

(d) He/she should be competent in the use of skills of teaching · to facilitate learning.

2.2 Write each of these qualities on a flip chart. With participants, list the components of an effective teacher from activity one under each quality on each flip chart. Add as many as possible.

(a) Knowledge about learning and human behaviour
- He should know how a human being develop and learn.
- He should be able to reflect on a pupil's performance and make suggestions for improvement.
- He should be able to identify fast slow learners.
- He should find ways of assisting slow learners.

(b) Display of attitudes that foster learning and genuine human relationship.
- She/he must be friendly.
- She/he must be sympathetic.
- Treating pupils as human beings (with respect).
- Ability to explain difficulties with patience.
- Being impartial.
- Show interest in pupils as well as their parents (for example, knowing pupils by their names).
- She/he must always strive to motivate pupils.

(c) Knowledge of subject matter
- Knowing the subject well to teach with confidence.
- Preparing daily for effective teaching.
- Selecting appropriate materials, methods and learning experiences (activities).
- Reading extensively around the subject matter.

(d) Teaching skills.
- He/she must be versatile.
- Using a variety of skills.
- Ready to adapt to changes.

Additional qualities would be

- Interest in profession
- Sense of humour
- Ability to understand problem areas

3.0 WHAT AN EFFECTIVE TEACHER SHOULD DO

3.1 Let participants discuss activities associated with an effective teacher. Lead the discussion to generate as many practical points as possible. For instance, an effective teacher is one who:

- Reads extensively
- Prepares detailed schemes of work
- Prepares lesson plans daily
- Uses a variety of teaching and learning materials including locally available resources.
- Studies his lesson plans before going to school
- Prepares in advance a time table, seating plans, text books, learning centres
- Makes sure that all pupils have access to text books
- Marks pupils work constantly and constructively
- Identifies slow learners and assists them
- Spends more time on the skills of reading, writing and numeracy
- Uses creative and innovative methods of teaching effectively.

■ Summary

An effective teacher is one who is able to facilitate learning. This is possible when the teacher has thorough knowledge of the child and the subject matter, a good relationship with the learners and interacts with them using creative and innovative methods of teaching

Chapter 2

- **Topic:**

How Children Learn

Duration: 1 hour

Introduction

A child develops as a unified whole. His/her rate of growth and development and stages of maturity are different and are dependent on both hereditary and environmental factors. All children have the capacity to learn and they learn at different pace and in multiple ways. This implies that a conducive environment offers many types of learning opportunities which enable children to achieve the expected outcomes.

Objectives

By the end of the chapter the participants should be able to:

1. Explain how stages of maturity are related to learning.
2. State the different ways in which children learn.
3. Identify the ways in which a learning environment can help children of different learning styles.

Materials

- Drawings by children of different stages of development
- Flip charts
- Pental markers
- Small cards.

Activities

1.0 HOW MATURITY IS RELATED TO LEARNING IN CHILD DEVELOPMENT

1.1 Show participants drawings of groups of children at 1 year old, 2 years old, 6 years old and 10 years old.

Discuss the following questions with the participants:

- What do children of five years do? Why can't children of 2 years do the same things?
- In what year do children start to produce meaningful words? Why don't children start learning to speak at 3 months of age?
- Why do children start school at 6 years?
- Why do children in grade 6 learn more advanced knowledge and skills than children in grade 1?

1.2 Summarise the point with emphasis on the following:

- While the process of child development is continuous, the child is capable of doing things according to the stages of maturity. Maturity and learning are related. A child can't do certain things unless his/her body or brains are ready to do those things. For instance, a child cannot start to learn to walk until his/her leg muscles and bones are ready to hold the body up in order for him/her to walk. So learning depends on maturity. Maturity must occur first before learning takes place. Then learning promotes further maturation in a continuous cycle of child development.

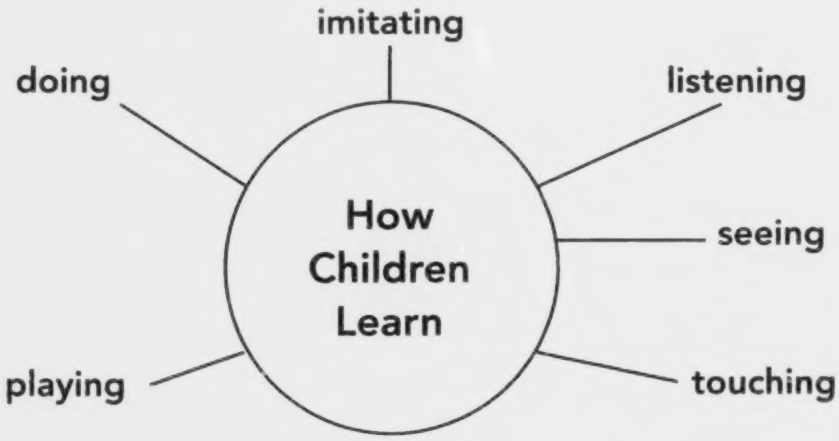
2.0 DETERMINING THE DIFFERENT WAYS IN WHICH CHILDREN LEARN.

2.1 Write "How Children Learn" in the centre of a flip chart paper/blackboard and underline or circle it. Give two minutes the participants to think. Ask them to state different ways in which children learn.

Then participants should give the following possible responses:

- seeing objects
- touching things.
- counting
- listening to stories
- reading
- thinking alone
- playing
- moving the body
- singing songs
- working in groups
- imitating, etc.

2.2 Discuss each response with participants and write the agreed response outside the circle



2.3 Help the participants to make clusters of similar ways of learning. For example, touching, acting and doing might be grouped together under "doing".

2.4 Write on another flip chart the different ways of learning according to the responses of the participants. Then looking at all the ways of learning that have been mentioned then summarise the messages in this form: "Children learn in multiple ways".

3.0 IDENTIFY THE WAYS IN WHICH A LEARNING ENVIRONMENT CAN HELP CHILDREN OF DIFFERENT LEARNING STYLES.

3.1 Ask the participants to work through the identified ways of children's learning one by one, taking turns to tell the group how the teacher can help the children in their learning. Write the responses on a flip chart/chalkboard:

WAYS OF LEARNING	WAYS OF HELPING
• SEEING	• Giving real objects: counters (Mayerengero) in Maths; pictures, objects, drawings, etc. in English/Chichewa
• LISTENING	• Telling stories, facts, poems, rhymes, singing, dialogues etc.
• TOUCHING	• Giving objects related to lessons.
• DOING	• Playing relevant games, acting dramatizing, modeling, working in pairs or groups, etc.

Assignment

Ask the participants to plan a reading lesson either in English or Chichewa for standard 2 pupils. The lesson should display the "multiple ways" of learning such as seeing", "touching", "doing", "listening" and "singing". Let them submit it in the next session.

■ Summary

All children have the capacity to learn and they learn at different paces and in multiple ways. In children, development is possible when learning and maturity take place in a continuous cycle. So learning is dependent on maturity and vice versa. Children learn by doing, through playing, singing, body movement, imitation and association. It is important that teachers should provide these methods in the learning environment.

Chapter 3A

■ Topic:

Schemes of Work

Duration: **2 hours**

Introduction

A scheme is a plan of work of topics taught in a particular class. The topics are clearly and orderly broken down from the syllabus into teachable subtopics according to the number of periods on the time table for the subject in a week, month or term. Teachers should prepare schemes of work before the school term starts.

Objectives

By the end of the chapter participants should:

1. State the importance of schemes of work
2. Explain points to consider when preparing schemes of work
3. Describe components of schemes of work
4. Prepare schemes of work

Materials

- Teaching syllabuses
- Teachers' Guides
- Pupils' Books
- Sample schemes of work
- Chart paper
- Pental pens

Activities

1.0 IMPORTANCE OF SCHEMES OF WORK

1.1 Divide participants into groups and ask them to list reasons for preparing schemes of work

1.2 Let groups report their reasons during a plenary session.

1.3 Summarise the main reasons for preparing schemes of work as follows.

Schemes of work:

- help the teacher in preparing lesson plans.
- guide teaching and learning activities.
- help the teacher to prepare teaching and learning materials in advance.
- enable teachers to co-ordinate their efforts.
- assist in smooth hand-over when teachers are on posting or other official duties.
- help during evaluation of the teacher.

2.0 POINTS TO CONSIDER WHEN PREPARING SCHEMES OF WORK

2.1 Use a brainstorming session to list points to consider when preparing schemes of work. The points should be listed on chart paper. Some of them are:

- pupils previous experience
- class ability
- course syllabus
- school calendar

2.2 Ask one participant at a time to pick one point from the list and explain how it helps in the preparation of schemes of work.

- ***Pupils' previous experiences.*** This helps the teacher plan from what pupils already know.
- ***Class ability.*** This helps the teacher to see how much should be included in a week/month/term.
- ***Course syllabus.*** From this the teacher is able to select the content to be taught and why the subject is being taught. It also helps the teacher to decide on the logical scope and sequence of the topic and materials to be used.
- ***School Calendar.*** This gives the teacher the idea of when the term starts and ends for adequate planning.
- ***Period allocation.*** This helps the teacher to plan lesson topics according to the number of periods per week for a particular subject.

3.0 COMPONENTS OF SCHEMES OF WORK

3.1 Pin chart paper on the chalkboard and ask one participant at a time to write one component of a scheme of work

3.2 Review the points and summarise them as follows

- Week and Dates
- Work planned
- Methods
- References

3.3 Explain what each component contains

1. **Week/dates.** This is where a teacher indicates the term's week number and the date of the week

2. **Work Planned.** This is where the teacher writes the main topic, concept or idea. Each topic or concept is broken down into teachable units. The number of units corresponds with the number of periods allocated to the subject.

3. **Methods.** In this section, the teacher writes methods which he/she will use when teaching

4. **References.** The teacher writes sources of information e.g. books, handouts, teaching and learning aids, etc.

4.0 PREPARATION OF SCHEMES OF WORK

4.1 Divide participants into groups and give them Teachers' Guides, Pupils' Books and Syllabuses.

4.2 Ask each group to write a scheme of work.

4.3 Let groups present their points

4.4 Show participants sample schemes of work and explain the points.

Chapter 3B

■ **Topic:**

Records of Work

Duration: 1 and a half hours

Introduction

Records of work are a summary of topics that have been taught from the work that was schemed for the week. Records of work indicate the work that has been covered and state how the work was covered. (see Appendix A for an example). In short, records of work give the teacher information on what was taught, methods that were employed and how well it was taught. To indicate how much was taught, work done has to be itemised. Records of work are very important and a must for every teacher.

Objectives

By the end of this chapter the participants will be able to:

1. Explain what records of work are.
2. Discuss importance of records of work.
3. Demonstrate how to write records of work.

Materials

- Sample records of work on a chart
- Flip chart paper
- Markers

Activities

1.0 RECORDS OF WORK

1.1 Through brainstorming, elicit responses of what records of work are.

1.2 List responses on the flip chart, answers should include:
- statements indicating topics that were taught.
- statements explaining how well they are taught.
- statements indicating completion of topics schemed or requiring continuation or needing revision (if continuing or needing revision, when and how).
- statements indicating methods employed

1.3 Discuss the responses given to refine what participants must know.

2.0 IMPORTANCE OF RECORDS OF WORK

2.1 Divide participants into groups of 5-6 and let them discuss and list on the flip chart factors that make Records of Work important for both the class teacher who wrote the schemes of work as well as the take-over teacher/relief teacher

24

2.2 At plenary, let each group report their findings. The responses to be recorded on flip chart should include:
- remind teachers what has already been covered
- show topics which have not been covered thoroughly for appropriate action
- show successes and failures of lessons
- discuss how much time was spent on a particular topic
- draw better schemes of work in the following academic year
- check what pupils are learning
- make a smooth hand-over.

2.3 Discuss further to indicate which item pertains to the hand-over or relief teacher and what for the regular class teacher.

3.0 COMPONENTS OF RECORDS OF WORK

3.1 Give each participant a piece of paper. Ask each to write down the components of Records of Work, noting what is recorded under each component.

3.2 Participants will read out their responses. On a flip chart, record participant's suggestions which should include:

Work Done

- Shows work actually done, lessons actually taught.
- It should be a reflection from work planned column in the week's schemes or from the remarks section of the previous week.
- it should be itemized and detailed.

Remarks

- Records how the work planned was actually taught
- States actual methods used to teach the topic
- Assesses how well the work was taught, is it completely covered or not?
- Determines if is there need to repeat the topic or which part of it to review.
- Considers any problems in lesson delivery of comprehension and makes suggestions for how to pick up next lesson.

3.3 Let participants, in groups, complete filling in the Records of Work on the sample schemes and record on group flip chart.

3.4 In a plenary session, let participants display their responses on the Records of Work on the sample schemes. Discuss each group work. Ask participants to make improvements to the schemes and records of work if necessary.

■ Summary

Records of work are a teacher's recorded reflection of what topics the teacher has covered and how he/she has taught them

Chapter 4

■ **Topic:**

The Lesson

Duration: **2 hours**

Introduction

A lesson is a set of ideas, concepts, skills, attitudes and experiences to be learnt in a specified period of time. In a classroom, a lesson focuses on all the teaching and learning activities to be carried out during such a period. It is necessary that all teachers should understand what constitutes a lesson. This topic discusses the characteristics and structure of a lesson.

Objectives

By the end of this topic participants should:

1. State the characteristics of a lesson.
2. Describe the components of a lesson.

Materials

- Chart paper
- Pental pen
- Teachers' Guides
- Simple schemes of work.

Activities

1.0 CHARACTERISTICS OF A LESSON

1.1 Divide participants into groups and give each group a pental pen, chart paper, a teacher's guide and sample schemes of work. Ask them to select a lesson topic from the sample scheme work with reference to the Teacher's Guide and discuss why their topics qualify to be lessons.

1.2 Ask each group to present their points in a plenary session.

1.3 Summarise the main points as follows:
- A lesson is self-contained, thus it addresses only one topic of programme of work.
- It is tied to a standard of performance that is expressed in terms of specific objectives
- It has activities for both the teacher and pupils.
- It has a definite three-part structure: introduction, development and conclusion.

2.0 COMPONENTS OF A LESSON

2.1 Review the structure of a lesson through questions to elicit introduction, development and conclusion.

2.2 Divide participants into groups and let them list the characteristics of each component of a lesson. e.g. introduction, development and conclusion.

28

2.3 Ask each group to present their points. After each group's presentation invite comments from the other members

2.4 Summarise the points as follows:

Introduction. It is the start/beginning of the lesson whose main function is to:

- draw pupils' attention
- motivate pupils
- make a link with new work
- keep pupils thinking about the new work.

Development. This is the main body of the lesson. It:

- contains the new skills, concepts and facts to be acquired by the pupils.
- has both teacher and pupil activities.
- is when pupils participate in the activities that lead to the mastery of new skills, acquisition of new knowledge and development of new attitudes in relation to the objectives.
- is when the new work is developed in logical steps following levels of difficulty and learning sequences.
- is when the teacher uses most of the teaching and learning materials that were prepared.

Conclusion. This is the end of the lesson. It is where the teacher forms an impression of the effectiveness the lesson activities, teaching and learning materials and the methods that have been used. This is done by revision by of the main points, questions or practice.

■ Summary

For teachers to plan their lessons thoroughly they need to understand the components of a lesson. It is necessary that a lesson should be viewed as a topic or learning unit that can stand on its own when taught for a specified period. It is also important to realize that a lesson has certain characteristics that must always be in the teachers' mind when preparing lessons. This encourages a standard of performance in which lessons contain participatory activities and have structure.

Chapter 5

■ **Topic:**

Lesson Plan

Duration: **3 hours**

Introduction

To teach systematically and effectively a teacher needs to prepare a lesson plan. A lesson plan is a logical arrangement of concepts/ ideas or skills to be covered during the teaching and learning process. Teachers need to learn how to prepare lesson plans in order to present their work effectively. This topic discusses procedures that a teacher should follow when preparing a lesson plan.

Objectives

By the end of this chapter participants should be able to:

1. Discuss factors that teachers should consider when preparing lesson plans.
2. Explain the structure of a lesson plan
3. State the importance of a lesson plan.
4. List question that teachers need to ask themselves when preparing a lesson plan
5. Prepare a sample lesson plan.

Materials

- Chart paper
- Pental markers
- Teachers' Guides
- Pupils' Books
- Sample lesson plan

Activities

1.0 FACTORS TO CONSIDER WHEN PREPARING A LESSON PLAN

1.1 Use a brainstorming session to list factors that teachers consider when preparing lesson plans. Let one participant record the points on a flip chart. The following points may be raised:

- age of the learner
- size of the class
- pupils' prior knowledge/experience
- skills, concepts, facts to be covered in the lesson.
- availability and adequacy of teaching and learning materials
- duration of a lesson
- strategies to be utilized
- ability of learner
- learning environment

1.2 Ask one participant at a time to select one factor from the list and explain how it influences the way a teacher prepares a lesson plan. For example:

- Pupils' previous knowledge/experience helps the teacher to develop the lesson steps from known to the unknown; simple to complex.
- Duration of the lesson helps to ensure that the teacher prepares adequate lesson activities.
- Skills/concepts to be covered help the teacher to select appropriate teaching techniques/methods and teaching learning materials for the lesson.
- Availability of teaching and learning materials also helps the teacher to select appropriate teaching techniques/methods e.g. group work, individual work, demonstrations, etc.

1.3 Review the points and comment on them.

2.0 STRUCTURE OF A LESSON PLAN.

2.1 Divide participants into groups and ask them to use chart paper to list components of a lesson plan. The responses will include preamble, specific objectives, etc.

2.2 Let groups present their points. After each presentation ask for observation or comments.

2.3 Summarise the elements of a lesson plan as follows:

- **Preamble:** shows the class, date, subject, time and topic.
- **Specific objectives:** statements indicating behavioural changes to be observed in children after learning.
- **Teaching and learning materials:** specification of materials that the teacher and pupils will use during the lesson activities.
- **Presentation:** This shows how the lesson will start, be developed and concluded.
- **Chalkboard work:** plan of the way the teacher will use the board.
- **Self evaluation:** reflection of teacher's performance.

3.0 IMPORTANCE OF A LESSON PLAN

3.1 Divide participants into groups and let them list 4 to 5 points that show the importance of a lesson plan.

3.2 Let them report at the plenary

3.3 As they report the agreed points will be summarised on a flip chart. Responses and discussion should include the following:

- Remind teachers of what they are going to teach and how they are going to teach it.
- Encourage logical development and thorough preparation.
- Act as a guide to the teacher.
- Give confidence to teachers when carefully thought out and prepared.
- Help Ministry officials to give advice on what the teacher is trying to do.
- Enable teachers and supervisors to assess whether the lesson has achieved its objectives.

4.0 QUESTIONS TO ANSWER WHEN WRITING A LESSON PLAN.

4.1 Divide participants into groups and ask them to formulate questions that would guide them when preparing a lesson plan. The questions should come under the following headings

- Preamble
- Specific objectives
- Teaching/learning materials
- Introduction
- Development
- Conclusion
- Chalkboard work.
- Self evaluation

4.2 Ask groups to present their points in a plenary. After each presentation, hold a discussion.

4.3 Summarise the main question for each section by examining questions on the attached handout:

LESSON PLANNING

Class:______________________________ Date:________________________

Subject:____________________________ Time:________________________

Topic:____

PREAMBLE will provide knowledge of the class (a) (b) (c)	• What class am I planning for? • What subject am I teaching? • What skills/concepts will be covered? • Is it adequate for the time given? • How relevant is the topic? • Is it from the syllabus?
SPECIFIC OBJECTIVES At the end of the lesson pupils should be able to: (a) ______________________ (b) ______________________ (c) ______________________ (d) ______________________	• What will pupils be able to do after the lesson/learning? • What behavioural changes will pupils show after learning?
TEACHING/LEARNING AIDS (a) ______________________ (b) ______________________ (c) ______________________	• What materials & resources do I need to use during the lesson for pupils to learn effectively? • What materials do I need for pupils to use during the lesson for effective learning?
PRESENTATION	
INTRODUCTION	How shall I start the lesson in order to: • Gain and hold pupils' attention? • Arouse pupils interest? • Link the start with new work? • Reveal the scope of the lesson?

DEVELOPMENT Step 1 ____________ ____________ Step 2 ____________ ____________ Step 3 ____________ ____________ Step 4 ____________ ____________	• What ideas will be covered in the lesson? • What skills will be mastered during the lesson? • What activities will the teacher and pupils perform? • Where and when shall I use teaching/ learning aids? • In what order will the ideas be covered?
CONCLUSION	• How shall I end the lesson? • What questions shall I ask to find out if specific objectives have been achieved? • What important ideas should I repeat to sum up the lesson? • What activities should pupils perform to reveal mastery?
CHALKBOARD	• How best shall I use the chalkboard? • What important points/ideas shall I write on the chalkboard? • What illustrations shall I draw on the chalkboard?
SELF-EVALUATION	• Did I manage to carry out my plan effectively? • Did the pupils learn what was intended to be covered? • What were my strengths and weaknesses? • What shall I do next?

5.0 SAMPLE LESSON PLAN.

5.1 Divide participants into groups and give each group a flip chart, Sample schemes of work, Syllabus, Teachers' Guide and Pupils book for any of the following subjects: English, Chichewa, Maths, General Studies, Creative Art, Music, Physical Education or Religious Education. Ask them to select a topic from the given documents and prepare a lesson plan. Let them write the lesson plan on the chart paper for presentation.

5.2 Ask groups present their lesson plans to the rest. After each presentation, let participants make observations.

5.3 Show participants a sample lesson plan and explain how it was prepared.

A Sample Lesson Plan

Class:Std 2
Subject:English

Date:05/01/98
Time:7:30 –8:00 am

Topic: Unit 1 Lesson 1

Specific Objectives

- By the end of the lesson pupils should be able to:
  (a) Greet each other: ***"hello sir/madam"***
  (b) Introduce themselves: ***"what's your name?"***
  "My name is ______________________"
  "Where do you live?"
  "I live in __________________"
  (c) Get into pairs quickly
  (d) Draw a cat.

Teaching/Learning Materials

- Flip chart
- Drawing of a cat
- Chalkboard/Flip chart
- Chalk

Presentation

INTRODUCTION

Teacher greets children as a class and then individually by saying:

T: ***Hello Children***

C: *Hello Sir/Madam*

DEVELOPMENT

Step 1. Introducing your self

T: ***My name's Mr. Phiri. I am your teacher this year. I live in Mtonda village***

Teacher moves close to a pupil and says:

T: ***What's your name?***

P: *My name's James.*

T: ***Where do you live?***

P: *I live in Mtali.*

Repeat the same with several pupils while other children watch

Step 2. Demonstration of pair work and group work. Teacher calls a pupil to the front and says:

T: ***Hello, my name's (Mr. Phiri), What's your name?***

P: *My name's James.*

T: ***Where do you live?***

P: *I live in Mtali.*

T: ***Now you ask me.***

The pupil asks the teacher the questions. Then, the teacher calls another pupil and does the same with him/her. And then the teacher has the two pupils face each other and they demonstrate pupil-to-pupil practice. Next, the teacher says:

T: ***In pairs, go!***

The teacher claps hands once to order the pairs to start the game. Later the teacher claps hands twice to stop the practice and the children get back to their places. The teacher asks two different pairs of pupils to practice in front of others to consolidate the practice.

Step 3. Drawing the Cat

Teacher draws the cat on the board or chart and pupils copy it in their exercise books or slates.

Step 4. Talking about the animal (the cat) with the class.

T: ***What's this animal?***

P: *It's a cat*

T: ***Oh! It's a cat***

T: ***What does it eat?***

P: *It eats (meat, nsima, rat)*

T: ***Have you seen a cat in your village?***

P: *Yes (or no, depending on experience).*

The pupils ask the same questions to each other.

CONCLUSION

The teacher and pupils say Good-bye.

T: ***Hello children.***

P: *Hello teacher.*

T: ***Goodbye children.***

P: *Goodbye teacher.*

Chalkboard Work

STD2	ENGLISH	5/01/98
drawing of a cat on the chalkboard		

Self Evaluation

The lesson was generally satisfactory as many pupils were able to say; *"hello sir/madam." "What's your name?" My name is ...."* *" Where do you live?" I live in ...."* They drew a cat. However, revision is needed as some pupils were unable to say: *"Where do you live?"* The revision will be done in the next lesson.

■ Summary

Teachers need to prepare lesson plans every day. To do this properly they need to understand factors that influence lesson preparation. They need to consider time, pupils' experience and ability levels. They should know the questions which they should ask themselves when preparing a lesson plan. The questions will guide them to write meaningful lesson plans.

40

Chapter 6

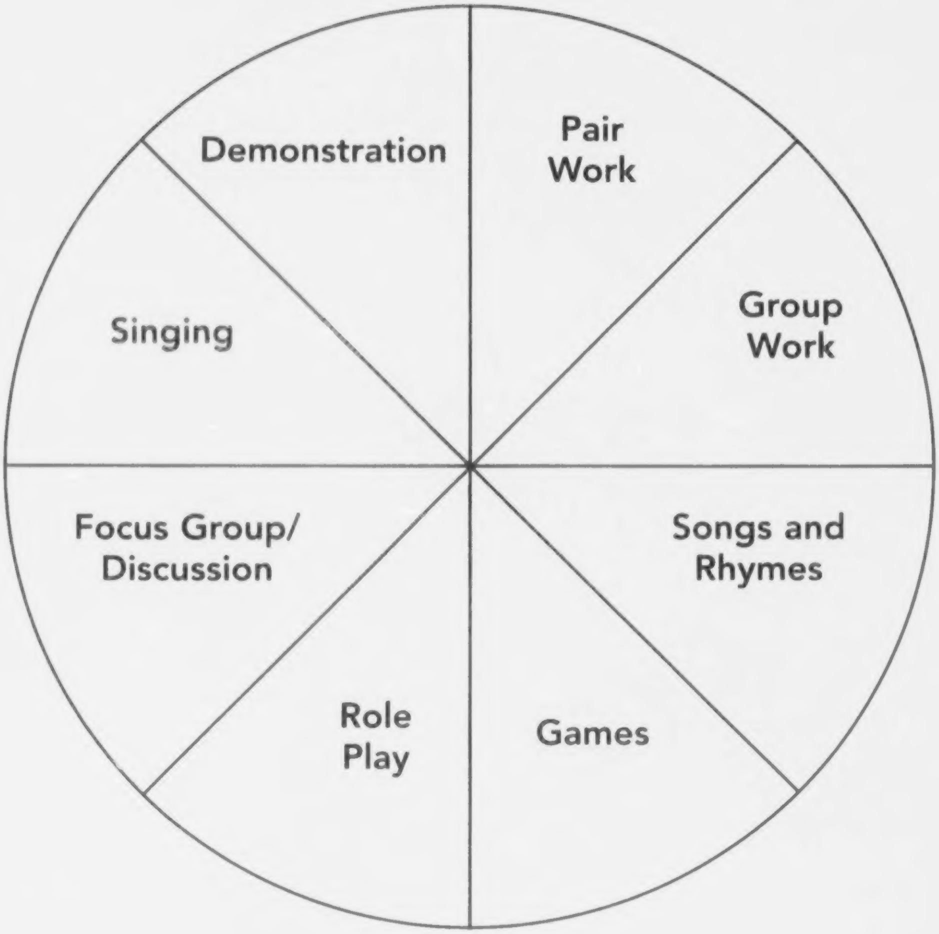
■ Topic:

Effective Methods of Teaching

Duration: 8 hours (a through g)

Introduction

In the learning process, learners and facilitators need to interact effectively. This happens through the use a variety of teaching methods. This chapter discusses several methods that teachers can use to encourage joyful learning. Some of them include: demonstration, pair work, group work, focus group/discussion, role play, games, songs and rhymes.


Demonstration
Pair Work
Group Work
Singing
Focus Group/ Discussion
Songs and Rhymes
Role Play
Games

Chapter 6A

■ **Topic:**

Demonstration Method

Duration: 1 hour

Introduction

Demonstration is a method in which a teacher performs an instructional activity as the pupils observe, learn how to do it and try it. Demonstrations are good because pupils are given a chance to see and hear what they are expected to do. They help to illustrate ideas, principles, concepts and skills where words can not suffice. However, the demonstration method needs much time in planning and preparation.

Objectives

By the end of the topic participants will be able to:

1. Describe guidelines for demonstration method.
2. List advantages of demonstration method.
3. Demonstrate how demonstrations could be done for practice.

Materials

- Cards
- Flip charts
- Pental markers
- Teachers' Guides
- Pencils
- Counters
- Board
- Cards

Activities

1.0 GUIDELINES FOR DEMONSTRATION METHOD

1.1 Write the word "laugh" on a flip chart. Ask one participant to ask how he/she can teach it to the learners.

1.2 Ask another participant to describe the process. In this process

- the teacher did an action to show the meaning of laugh.
- pupils observed and imitated the action.

1.3 Based on the process described in 1.2, ask participants to list as many guidelines for effective demonstration method as possible in groups. Let them write their answers on a flip chart. Their responses may include the following points:

- The arrangement of the pupils during demonstration should allow them to see and hear what is going on.
- Demonstration should be supplemented with explanation.
- Conduct a brief review at the end of the demonstration. They may be in form of questions.

1.4 In a plenary session summarise and consolidate the points as follows:

- Plan and prepare the materials for the demonstration in advance.
- Rehearse the activity before presentation so that shortfalls are identified and rectified.

- The arrangement of pupils during demonstration should allow them to see and hear what is going on
- Demonstration should be supplemented with explanation.
- Conduct a brief review at the end of the demonstration prior to pupil practice. They may be in form of questions.

2.0 PRACTICING THE DEMONSTRATION METHOD.

2.1 Divide the participants into groups. Give each group one of the following topics: jumping, modeling the number 2, special 'm' and dancing Chimtali. Ask them to demonstrate how they can teach their topics.

2.2 Groups demonstrate how to teach their topics in a plenary session and give comments where it is necessary.

3.0 ADVANTAGES OF DEMONSTRATION METHOD

3.1 Distribute small cards to each participant and ask him/her to list 2 advantages of demonstration method.

3.2 Let them stick the cards on the board and discuss the responses.

3.3 Summarize the points on a flip chart as follows:
- Demonstrations minimise accidents before pupils begin working
- It gives pupils an opportunity to see and hear what they are expected to do.
- Demonstrations assist learners to remember what they learnt.
- Time is not wasted with a lot of errors.

■ Summary

It is important that teachers should use the demonstration method in their teaching for it allows the pupils to see and hear what they are learning before trying it themselves. This method is used to illustrate concepts, principles and skills that cannot be easily explained. However, teachers need to follow proper guidelines when using the demonstration method. They should plan and prepare for the demonstration thoroughly. At the end of the activity they should review main points.

Chapter 6B

■ Topic:

Pair Work Method

Duration: 1 hour

Introduction

Pair work entails two pupils talking to each other or doing something together. Open and closed pair work are means to achieve maximum participation. Teachers should know guidelines for conducting each of them effectively.

Objectives

By the end of the topic participants should be able to:

1. Describe guidelines for using pair work method effectively.
2. Demonstrate how to organise open and closed pair work.
3. Discuss advantages of pair work method.

Materials

- Flip charts
- Pental markers
- Pupils' Books
- Teachers' guides
- Board
- Cards

Activities

1.0 GUIDELINES FOR USING PAIR WORK

1.1 Write the terms: **"stand up"** and **"sit down"** on flip chart. Ask two participants to come in front of the class. Let one participant to command the other one. Stand up. Sit down. Then exchange roles by saying, "Now it is your turn."

1.2 Ask one participant to describe the process in 1.1.

1.3 Divide the participants into small groups. Ask them to discuss ways of organising pair work effectively in teaching and learning. The discussion may elicit the following points that pupils must know:

- ***what they have to do.*** Pupil tasks must be preceded by a demonstration by the teacher and a clever pupil.
- ***who they have to do it with.*** Pupils should be trained to work in pairs in order to minimise delays.
- ***when they have to work.*** They should be trained how to start and end the activity following instructions.

Review these guidelines so that they will assist teachers to prepare pair work effectively.

2.0 PRACTISING THE TWO TYPES OF PAIR WORK

2.1 Write the following language items on a flip chart.
What's your name?
My name is ____________________
Where do you come from?
I come from ____________________

47

2.2 Call one participant to the front and practise above the language items with him/her and say: “It's your turn.” Then the participant asks you the same questions.

2.3 This kind of practice is called open pair work. It entails a demonstration of the pair working that is open to the entire class.

2.4 Let participants be in pairs and do the same practice with each other. Move around to assist the low achievers.

2.5 This kind of practice in which the pupils practise the language items among themselves is called closed pair work.

2.6 Divide participants into groups. Using Teachers' Guides and Pupils' Books let them select topics and prepare mini lesson in which they will practise open and closed pair work.

2.7 Let groups present their mini lessons in a plenary session and give comments where it is necessary.

3.0 ADVANTAGES OF PAIR WORK

3.1 Use a brain storming session to elicit advantages of pair work. Participants' responses may include the following:

- Gives many pupils opportunity to participate within a short time (e.g. in a reading lesson several pupils may read at a time).
- Gives a teacher the chance to attend to low achievers.
- Gives shy pupils a chance to participate in the lesson.
- It is a natural way of learning.
- It develops confidence, self esteem and assertiveness in pupils.

3.2 Summarise the points on a flip chart.

Summary

Pair work is a teaching and learning strategy in which a teacher creates a situation that gives two pupils the opportunity to work together. This can be done in two ways namely open or closed pair work. Use of pair work adds variety to the teaching and learning process. It is also a natural way of achieving maximum pupil-participation. Teachers need to follow guidelines to use pair work effectively.

Chapter 6C

■ **Topic:**

Group Work Method

Duration: **1 hour**

Introduction

Group work is a method in which a teacher organises pupils in small working groups in order to do an activity. There are two types of ability groups that can be used. These are: mixed-ability group (heterogeneous) and same-ability group (homogeneous). In this topic, participants will learn guidelines for organising effective group work.

Objectives

By the end of the topic participants should be able to:

1. Discuss guidelines of organising effective group work
2. Tell reasons why group work is important in teaching and learning.
3. Demonstrate how to organise mixed- and same-ability groups.

Materials

- Flip charts
- Pental markers
- Pupils' Books
- Teachers' Guides
- Chalkboard
- Board
- Cards

Activities

1.0 GUIDELINES FOR ORGANISING EFFECTIVE GROUP WORK

1.1 Using the brain storming approach ask participants to explain their understanding of group work. Write the responses on a flip chart.

1.2 Review the responses, such as:
- Pupils are divided in small groups to do a specific task
- Teachers should move round to supervise the groups.
- Each group should have a leader
- Small groups should work together, etc.

Consolidate the responses by explaining that group work is a method in which pupils are divided into small groups in order to do an activity.

1.3 Divide participants into small groups and ask them to suggest guidelines for organising effective group work. Let them write their responses on a flip chart.

1.4 In a plenary session review the participants' responses as follows:

- Ensure that each group has adequate materials.
- Size of the group should not exceed 8 members.
- Plan the groups in advance.
- Each group should have a leader.
- Group members should be interchanged.
- Group leaders should be properly trained.
- As pupils work, the teacher should move round to supervise the work.
- At the end of the activity, there should be a consolidation of the work from various groups.
- Give clear instructions or demonstration of the task that pupils will undertake.

1.5 Review these and other guidelines offered by the participants.

2.0 ORGANISE MIXED-ABILITY AND SAME-ABILITY GROUPS (DEMONSTRATION)

2.1 Write the terms "mixed-ability group" and "same-ability group" on a flip chart and give two cards to each participant. Ask him/her to write what he/she understands by these terms and how he/she would approach teaching them.

2.2 Stick the cards on the board and review the responses as follows:
Mixed-ability group: grouping pupils of different abilities.
Same-ability group: grouping pupils of similar abilities together.

Possible strategies for teaching different groups:

a) Arrange the class into groups of same ability (good readers together, average readers together, etc.) and give each group a passage to read that is appropriate for their level.
b) Arrange the class into groups of mixed ability, guided by group leaders of stronger ability.

2.3 Divide participants into groups. Using the Teachers' Guides and Pupils' Books participants select topics and mini lessons for mixed-ability groups and same-ability groups.

52

3.0 IMPORTANCE AND LIMITATIONS OF GROUP WORK IN THE TEACHING AND LEARNING PROCESS.

3.1 Distribute two small cards to each participant. Tell them to write one reason for and one limitation of using group work in teaching.

3.2 Let them stick their cards on the board and review the responses as follows:

IMPORTANCE

- pupils actively participate in the classroom activities.
- teacher's assistance to the pupils is maximum.
- trains pupils in leadership.
- assists social interaction.
- develops in pupils a sense of responsibility.
- ideal for carrying out projects.

LIMITATIONS

- time consuming in planning and implementation.
- clever pupils tend to dominate during the activities.
- requires a lot of teaching and learning materials as well as space.
- it requires proper training of the group leaders.
- it requires close supervision.
- it requires careful selection of group members.

■ Summary

Group work is a teaching strategy in which a teacher gives pupils an opportunity to work on a task in small effective groups of about 6 members. The group would either be mixed- or same-ability groups, depending on degree of knowledge, experiences and skills to be acquired, practiced and mastered. Teachers must learn and know the proper guidelines to group method, the importance and limitations to effectiveness. (Careful selection of group members and training of group leaders are basic requirements). This ensures effective leadership and encourages individual active participation. When used properly, apart from maximising participation, limited teaching and/or learning materials could be put to effective use.

Chapter **6D**

■ Topic:

Role Play Method

Duration: 2 hours

Introduction

Role play is a method in which selected pupils act out a situation, condition or circumstance as a learning process. For instance in general/social studies, when teaching roles of the family members, a pupil may act as a father or mother, etc. In this topic, participants will acquire skills for managing role play, effectively in their classes in order to motivate their pupils.

Objectives

By the end of the topic participants should be able to:

1. State meaning of role play.
2. Discuss guidelines for effective use of role play.
3. Differentiate role play from dramatisation.
4. Practise organising role play.
5. List reasons why role play is important in teaching

Materials

- Flip charts
- Pental markers
- Teachers' Guides
- Pupils' Book.
- Board
- Cards

Activities

1.0 MEANING OF ROLE PLAY

1.1 Write the term "role play" on a flip chart

1.2 Using the brainstorming method, ask the participants to state the meaning of role play. List the responses on a flip chart. The responses may include:
- acting out a situation
- simulation of a situation
- dramatising a situation.
- imitating a situation

1.3 Review the responses and come up with the following summary: This is a method in which selected pupils act out a situation, condition or circumstances.

2.0 GUIDELINES FOR EFFECTIVE USE OF ROLE PLAY

2.1 Divide the participants into small groups

2.2 Write the statement **"guidelines for effective use of role play"** on a flip chart.

2.3 Let the participants discuss the possible guidelines in groups and write the responses on flip chart. Move around to supervise the discussions.

2.4 Let the groups present their responses in a plenary session.

2.5 Summarise the responses as follows:
- Have clear objectives of what pupils should achieve at the end of the activity.
- Pupils who have been assigned roles should be given sufficient time to prepare.
- Ask pupils who are not taking part to observe and take notes as others are acting.
- Discuss performance and ask pupils to repeat the parts they did not do well.
- Summarise the main points covered in the role play with the pupils.

3.0 DIFFERENCE BETWEEN ROLE PLAY AND DRAMATISATION.

3.1 Write the statement **"the difference between role play and dramatisation" on a flip chart**.

3.2 Distribute small cards to participants and ask them to write their responses.

3.3 Stick the cards on the board and review the participants responses such as: role play is informally organised, short, and does not have a theme like drama, etc.

3.4 Summarise the participants responses as follows:
- Role play, unlike drama does not require formal organisation.
- Role play can be structured or unstructured but still does not require formality.
- Role play focuses on the role rather than on the theme.
- Role play is a means to achieve an immediate intended outcome.

4.0 PRACTICE IN ORGANISING ROLE PLAY

4.1 Write the term **"structured role play and unstructured role play"** on a flip chart. Give two cards to each participant and let him/her write what he/she understands by structured and unstructured role play.

4.2 Stick the cards on the board and review the participants responses as follows:

In structured role play pupils act out of a situation in which they are assigned the roles and instructions in advance and they are supposed to master them.

In unstructured role play pupils act out of a situation using their own understanding of the roles they are assigned.

4.3 Divide participants into groups. Using the teachers' Guide and Pupils' Books participants should select topics and prepare mini lessons for structured and unstructured role plays.

4.4 Let groups present their mini lessons in a plenary session. Appraise each lesson after presentation.

5.0 REASONS WHY ROLE PLAY IS IMPORTANT IN TEACHING AND LEARNING.

5.1 Using brainstorming approach, ask the participants to state **"Reasons for using role play method"**. List the responses on a flip chart. The responses may include the following:

- Teaching and learning becomes interesting.
- Pupils are motivated.
- Gives confidence in pupils.
- Learning becomes practical.

5.2 Review the participants' responses and come up with a summary as follows. Pupils are:

- motivated by actions.
- are made curious and understand life situations better.
- encouraged in express their feelings.
- able to learn socially acceptable skills.
- able to achieve the intended outcome in a practical situation.

■ Summary

As a learning strategy, role play selects some pupils to act out a situation, condition or circumstance in order to achieve an objective practically. Role play could be structured or unstructured and its focus is on roles and not theme. Unlike drama, it is not formalized nor does not require costumes or make up. It aims at achieving an immediate intended outcome.

Apart from making learning practical and interesting, it also helps learners to be observant of the world around them in order to accurately depict what roles demand. A teacher must understand the guidelines for role play strategy to use it effectively in the classroom.

Chapter 6E

■ Topic:

Focus Group/ Discussion Method

Duration: 1 hour

Introduction

Use of focus groups or discussion is a strategy which a teacher uses to initiate interaction between the teacher and the learners and also among the learners themselves. Its purpose is to elicit views, ideas and information in order to reach an agreement. The discussions can be conducted through a group, debate, forum or panel. In this topic participants will learn the guidelines for conducting the discussion method effectively.

Objectives

By the end of the topic the participants should be able to:

1. Discuss methods of conducting class discussions.
2. List guidelines for using the discussion method effectively.
3. Practise conducting discussions.
4. State reasons for using discussion method.

Materials

- Flip charts
- Pental markers
- Teachers' Guides
- Board
- Cards

Activities

1.0 METHODS OF CONDUCTING CLASS DISCUSSION.

1.1 Write the statement **"mention four methods a teacher can use to conduct a class discussion"** on a flip chart/chalkboard.

1.2 Give one small card to each participant and ask him/her to write down four methods of conducting class discussion.

1.3 Going through the participants' responses the following points may be raised:
- class discussion
- discussion in sections of the class.
- group discussion
- team discussion etc.

1.4 Review the participants' responses and come up with a summary as follows:

Whole class discussion: In this method the teacher leads a class into discussion by: asking questions, clarifying pupils' comments and making tentative summaries.

60

Debate: Pupils are teamed on either side of an issue. The teams alternate in presenting their issue. At the end, a teacher holds a whole class discussion to summarise the points raised.

Panel discussion: Pupils are divided into small groups to focus on a specific question or topic. Pupils select a chart and recorder. The groups put their facts together and choose a group presenter before presenting them for class discussion. During discussion members of the panel sit in front of the class. The group presenter presents the facts. The whole panel answers the questions from the audience.

Forum: A small number of pupils present information on a specific topic to a large group, each one having a part. At the end of the presentation, the presenters welcome questions from the audience. The questions may be directed to each member of the presenters. The teacher summarises the main points at the end.

2.0 GUIDELINES FOR EFFECTIVE USE OF THE DISCUSSION METHOD

2.1 Divide the participants into small groups.

2.2 Write the statement **" List 4 guidelines for effective use of discussion method"** on a flip chart/chalkboard.

2.3 Let the participants suggest guidelines and write their responses on the flip chart. Move round and supervise the discussions.

2.4 Let the groups present their responses in a plenary session.

2.5 Summarize the responses as follows:
- The topic should capture the interest and imagination of the learner (for example, topics involving cause and effect induce thinking).
- The topic should be written in a question form to the learners.
- The teacher should direct the pupils in the discussion so that they do not stray from the topic under discussion.
- Encourage all pupils to participate in the discussion
- Summarise the main points raised up in the discussion.

3.0 PRACTICE IN CONDUCTING DISCUSSION METHOD

3.1 Divide the participants into four groups.

3.2 Write each of the following four methods - whole class discussion, debate, panel/focus group and forum on a card. Give each group a card.

3.3 Let each group select a topic from the Teachers' Guide and prepare a mini lesson for practice.

3.4 Groups present their mini lessons in a plenary session.

3.5 Summarise the main points in the discussion.

4.0 REASON FOR USING DISCUSSION METHOD.

4.1 Write the statement " **Reasons for using discussion method"** on a flip chart.

4.2 Using the brainstorming approach, ask the participants to state reasons for using discussion method. List the responses on a flip chart. The responses may include the following:

- gives a chance to many pupils to participate in the lesson.
- it builds confidence in learners
- it assist pupils to improve language.

4.3 Review the participants' responses and come up with a summary as follows:

- it gives the teacher opportunity to assess the pupils vocabulary and ability to think.
- it requires pupils to be mentally alert
- pupils learn to be tolerant to criticism.
- it evokes critical thinking in pupils
- it promotes self esteem and assertiveness.
- it gives a chance to many pupils to participate in the lesson.

Summary

Discussion method is a learning strategy used to initiate interaction between a teacher and learners and among learners. Discussions are achieved through a whole class discussion, debate, panel/focus and forum. Guidelines for the different methods have to be followed to ensure effective use.

When learners participate in discussions, they learn to: develop the ability to think critically, construct ideas logically, and express themselves clearly. Participants analyse views, ideas, facts and information to reach an agreement. When properly used, discussions assist the teacher to assess the learners' ability as learners develop ideas, self esteem and assertiveness to express their understanding. It is important to know that not all topics can be used for discussion. Interesting topics that provoke learners' imagination are preferable.

Chapter 6F

■ **Topic:**

Games

Duration: **1 hour**

Introduction

Games play an important role in teaching and learning. They create a meaningful situation for pupils to practise what they have learnt. Games motivate children to learn. However, the success in using games depends on thorough preparation. Teachers must know in advance how a particular game is played and what materials are required.

Objectives

By the end of the topic participants should be able to:

1. Describe guidelines for effective use of games.
2. Practise organising games.
3. State reasons why games are important in teaching and learning.

Materials

- Pupils' Book
- Flip chart papers
- Pental markers
- Teachers' Guides
- Board
- Cards

Activities

1.0 GUIDELINES FOR EFFECTIVE USE OF GAMES

1.1 Give two cards to each participant.

1.2 Using brainstorming approach, ask each participant to write two games he/she has used in teaching any subject or topic in the classroom. Participants' responses may include the following:

- Fish, Fish spell your name
- Handa, Handa!
- Hidden objects
- "Where is it?" (guessing game)
- Bingo
- Dominos
- Snakes and Ladders
- Snake sum.

1.3 Review the responses and summarise them as follows:

LANGUAGE GAMES

- Where/what is it?
- Fish, fish spell your name
- Word puzzle
- Picture bingo
- Word bingo
- Guessing games
- Listen and do/watch and do
- Directions.

MATHEMATICS GAMES

- Handa handa
- Wheel trundle
- Guessing games (how many)
- Snakes and Ladders
- Snake sums
- Fish, fish count to ....
- Hidden object
- Bao
- Drafts
- Chess
- Phada
- Fulaye
- Jingo
- M'dido
- Nguli/Sikira
- Kombo lira, lira
- Kite

GENERAL STUDIES GAMES

- Aeroplane to show wind direction
- Kites

1.4 Divide participants into small groups. Give flip charts and markers to each group. Let each group write 4 guidelines for effective use of games.

1.5 Ask each group to present their points in a plenary session which may include the following:

- identify the games relevant to the topic.
- use familiar, easy, interesting games.
- demonstrate the game to the pupils, etc.

1.6 Review the responses and summarise them as follows:

- identify the games relevant to the topic in advance.
- practise the game before the lesson.
- discuss the games with the pupil.
- demonstrate how to play the game.
- let the pupils play the game.
- consolidate the points reinforced in the game.

2.0 PRACTICE IN ORGANISING GAMES

2.1 Divide the participants into small groups. Ask each group to choose a topic from English or Mathematics Teachers' Guide Book 1 and prepare a mini lesson in which a game relevant to the topic will be used.

2.2 Let the group present their mini lessons in a plenary session. Observers take notes and appraise each lesson at the end.

3.0 REASONS FOR USING GAMES IN TEACHING AND LEARNING

3.1 Write the statement **"Reasons why we use games in teaching and learning"** on a flip chart.

3.2 Give two cards to each participant. Let each participant write two reasons for using games in a lesson. Stick the cards on the board. Responses may include the following:

- motivate pupils to learn.
- shy pupils have a chance to take part.
- they create meaningful situation for pupils to practice language or any skill to be mastered.

3.3 Review the responses and summarise them as follows:
- more pupils participate in the lesson.
- motivate pupils to learn.
- shy pupils have a chance to take part.
- they create meaningful situation for pupils to practice language or any skill to be mastered.

■ Summary

A game plays an important role in teaching and learning process. It motivates the learners and give them a chance to fully participate in the lesson. In this way pupils have the opportunity to master the intended outcomes. Through the points reinforced in a game, pupils are able to consolidate the ideas, concepts, skills and information. However, for effective use of the method, the teacher should identify the game relevant to the topic in advance. It is necessary to practise the game identified before lesson presentation in order to utilize time correctly.

Chapter 6G

■ Topic:

Songs and Rhymes

Duration: **1 hour**

Introduction

Songs and rhymes play an important role in teaching and learning. They create a meaningful situation for pupils to practise in language, numeracy, literacy and life skills. Learning becomes joyful and fun. However, the success of using songs and rhymes in teaching and learning, depends on thorough preparation. It is important that teachers should select songs and rhymes that are relevant to the topic to be taught.

Objectives

By the end of the topic, participants should be able to:

1. Describe guidelines for effective use of songs.
2. Practise organising lessons in which songs and rhymes are used.
3. State reasons why songs and rhymes are important in teaching and learning.

Materials

- Cards
- Board
- Teacher's Guides
- Pupils' Books
- Flip charts
- Pental markers

Activities

1.0 GUIDELINES FOR EFFECTIVE USE OF SONGS AND RHYMES

1.1 Give 1 card to each participant. Ask each participant to write a rhyming song he/she has used in any subject or topic. Participants' responses may include the following:

- Big black spider
- A ring a ring of roses
- Twinkle, twinkle little star
- 30 days November
- Wani, wanena bwino.

1.2 Let participants stick the cards on the board. Review their responses and summarise as follows:

LANGUAGE

- Big black spider
- A ring a ring of roses
- Twinkle, twinkle little star
- This is the way

70

MATHEMATICS

- Wani, wanena bwino
- One, two buckle my shoe
- 30 days, November.

GENERAL STUDIES

- This is the way
- Madzi ndiwo mankhwala
- Lafika dzinja
- Kalero makolo anthu anasautsidwa ndi ukapolo

1.3 Divide the participants into small groups. Give markers and flip chart paper to each group. Let each group discuss and write four guidelines for effective use of songs and rhymes.

1.4 Groups present their points in a plenary session. Points may include the following:
- the songs and rhymes should be familiar to learners.
- songs and rhymes should be short.
- songs and rhymes should be related to the topic.
- the teacher should practise the song or rhyme before the lesson.

1.5 Review their responses and summarise as follows:
- identify the songs and rhymes used in the Pupils' Books or Teacher's Guide.
- discuss the songs and rhymes with the learners.
- demonstrate how to sing the songs and rhyme.
- let the learners sing the song or rhyme.
- the song or rhyme should consolidate the intended outcome.

2.0 PRACTICE IN ORGANISING LESSONS IN WHICH SONGS AND RHYMES ARE USED.

2.1 Divide participants into groups. Ask participants to choose any topic from English/Chichewa, Maths or General studies. Let them prepare a mini lesson in which a song and a rhyme relevant to the topic will be used.

2.2 Let the groups present the mini lessons in plenary session. Observers should take notes and appraise each lesson at the end.

3.0 REASONS WHY WE USE SONGS AND RHYMES IN TEACHING AND LEARNING

3.1 Write the statement " **Reasons why we use songs and rhymes in teaching and learning"** on a flip chart.

3.2 Give a card to each participant. Let participants write two reasons for using songs and rhymes in teaching and learning. Stick the cards on a board. Their responses may include the following:

- motivate pupils to learn.
- facilitate teaching and learning.
- shy pupils have an opportunity to participate in the lesson.
- they create meaningful situation for pupils to practise skills and attitudes.

3.2 Review their responses and summarise as follows:

- children enjoy singing and reciting rhymes.
- songs and rhymes are fun.
- they create meaningful situation for learners to practice skills and attitudes.
- the attitudes facilitate teaching and learning.
- songs and rhymes promote fluency in language learning.
- they help to consolidate the intended outcomes.

■ Summary

Children like singing and reciting poems. Songs and rhymes help to create fun, joy and interest in teaching and learning. Teachers should use songs and rhymes to make learning meaningful for children. In this chapter, the teachers learned some of the guidelines for effective use of songs and rhymes in teaching and learning. They also had an opportunity to practise organising lessons in which songs and rhymes are used.

Chapter 7

■ Topic:

Effective Beginning of a Lesson

Duration: **2 hours**

Introduction

A lesson has an introduction, development and conclusion. An effective introduction often leads to a successful development of the new work. Teachers need to make their introductions effective in order to prepare pupils for the new work. This session covers ideas on how a teacher can effectively use the skill of introduction.

Objectives

By the end of this session, participants should be able to:

1. Explain elements of the skill of introduction.
2. Practice the skill of introduction.

Materials

- Sample lesson plans
- Pental markers
- Teachers' Guides
- Pupils' Books
- Flip chart paper

Activities

1.0 COMPONENTS OF THE SKILL OF INTRODUCTION

1.1 Review elements/structure of lesson with the group through questions. The answers should include: Introduction, Development and Conclusion.

1.2 Using a brainstorming session, list functions of an introduction on a flip chart. Answers should include the following:

- Draw pupils' attention.
- Arouse pupils' interest.
- Check what pupils already know about the topic.
- Alert pupils to what is coming.

1.3 Distribute sample lesson plans and let participants examine the introductions to see if they fulfill the functions listed above.

1.4 Explain and demonstrate elements of the skill of introduction, using the Appraisal Guide for the Skill of Introduction in Appendix B as a reference.

Gaining attention through:

- use of teaching and learning material
- use of gestures
- varying the tone of the voice
- use of an activity

Motivating pupils through:

- showing warmth and enthusiasm
- introducing an element of surprise
- telling an interesting story
- introducing an activity

Structure:

starting/establishing the limits of the task through telling pupils what is to be done or how an activity will be carried out.

Making links:

establishing the connection between the introduction and the new work. This can be done through teaching from known to unknown -- using pupils previous knowledge to teach new work.

2.0 PRACTISING THE SKILL OF INTRODUCTION

2.1 Give copies of the appraisal guide for the skill of introduction to participants and explain its contents.

2.2 Demonstrate how teachers can use the skill of introduction by conducting a micro teaching lesson. Let the participants observe the lesson using an appraisal guide. After the demonstration, discuss the way the introduction has been conducted.

2.3 Divide participants into groups to plan micro teaching lessons in which they will demonstrate effective use of the skill of introduction.

2.4 Selected members of the groups should present their lessons while the rest observe using the appraisal guide. After each presentation, hold a discussion.

2.5 Emphasise points on the elements of the skill of introduction.

■ Summary

Teachers need to learn how to introduce lessons effectively. Good introductions are those that gain pupils' attention, arouse their interest, are linked to the new work and indicate the limit of the task at hand.

Chapter 8

■ **Topic:**

How to Reinforce Learning

Duration: **2 hours**

Introduction

Children learn better when they are encouraged to participate and rewarded for their responses. This helps them to asses whether their responses are correct or not. The process of rewarding pupils for their responses relates to the skill of reinforcement. Teachers need to use this skill properly. This session discusses what teachers should do when using the skill of reinforcement.

Objectives

By the end of this chapter participants should be able to:

1. State the meaning of reinforcement.
2. Identify the elements of the skill of reinforcement.
3. Demonstrate effective use of the skill of reinforcement.

Materials

- Teacher Guide
- Pupils Book
- Board
- Cards
- Flip chart
- Pental markers

Activities

1.0 MEANING OF REINFORCEMENT

1.1 Write the term **"reinforcement"** on a flip chart/board. Give each participant a card and ask them to explain how they understand the term reinforcement. Their responses may include the following:

- to motivate
- to stimulate
- praise
- to arouse interest
- to draw attention.

1.2 Review the responses and summarise as follows: ***Reinforcement is a technique that increases the probability of an action being repeated.***

1.3 Using the brainstorming approach, ask participants to mention ways of encouraging pupils to work hard during lessons. Write their responses on the board/flip chart. The responses may include the following:

– Clapping hands for those who give correct answers.
– Uttering remarks like **"good"**.

- Writing comments like very good in their exercise books.
- Showing sticking stars.
- Giving tokens.
- Writing comments like very good, well done, keep it up, etc. in their notebooks.

2.0 ELEMENTS OF THE SKILL OF REINFORCEMENT

2.1 Divide participants into small groups. Ask the participants to discuss various elements of reinforcement and write their responses on a flip chart.

2.2 Groups present their responses in plenary. Their responses may include the following: verbal reinforcement, gesturing, contact.

2.3 Review the responses and summarise the elements of reinforcement included on the Appraisal Guide for the Skill of Reinforcement in Appendix Cas follows:

Verbal reinforcement: use of comments of praise and encouragement such as "good", "yes", "correct", "neat work".

Gestures of reinforcement: use of facial or body expressions such as smile, nodding, clapping hands to show appreciation of a pupils response

Proximity reinforcement: display of interest in the pupil's response by moving closer or standing next to him/her as a sign of appreciation.

Contact reinforcement: use of body contact as a way of showing appreciation of what the child has done e.g. shaking hands, patting, holding the child up in air.
Note: For cultural reasons this type of reinforcement may not apply to older pupils

Activity reinforcement: giving a special task to a pupil as a way of expressing satisfaction with what she/he has already accomplished e.g. giving extra work, allowing the pupil to do what he/she likes as a way or rewarding him/her.

Token reinforcement: use of symbolic rewards as a way of showing appreciation of what the pupil has done e.g. giving real objects, written comments, drawing stars.

Note. Emphasize the following points. Reinforcement must:

- be varied
- match with teacher's expressions - showing enthusiasm and interest
- suit pupils' age and cultural
- be used only when pupils understand what it means

3.0 EFFECTIVE USE OF THE SKILL OF REINFORCEMENT

3.1 In their groups, let participants select a topic from a Teachers Guide and Pupils' Book and prepare a mini lesson in which the teacher practises the six elements of the skill of reinforcement.

3.2 Ask groups to present their lessons in a plenary session. After each presentation discuss the strong and weak points in the use of the skill of reinforcement.

■ Summary

Pupils work hard when they see that their teacher appreciates their responses and effort. A teacher can show appreciation of pupils work through the skill of reinforcement. Specifically, this can be done through verbal, token, gestures, activity, contact and proximity reinforcements. However, these techniques must be used properly to avoid confusion.

Chapter 9

■ Topic:

Variation Technique

Duration: 2 hours

Introduction

Children enjoy learning when their teacher involves them in varied learning experiences. For this reason teachers should use different activities and behaviours during the lesson in order to keep pupils interested throughout their learning. The skill of variation requires a lot of practice. This topic covers ideas on how a teacher can use the skill of variation effectively.

Objectives

By the end of this chapter participants should be able to:

1. Describe elements of the skill of variation.
2. State reasons for using the skill of variation.
3. Practise the skill of variation.

Materials

- Teachers' Guides
- Pupils' books
- Pental pens
- Cards
- Board
- Flip chart

Activities

1.0 ELEMENTS OF THE SKILL OF VARIATION

1.1 Give each participant a card and ask him/her to write one thing that a teacher can do in order to make lessons interesting.

1.2 Ask one participant at a time to read out what is on his/her card to the rest of the participants. Responses may include the following:

- Change the tone of the voice
- Use teaching and learning materials
- Involve pupils in the activities
- Ask questions.
- Use materials from the local environment
- Prepare a detailed lesson plan
- Integrate subjects
- Create learning centres, etc.

1.3 Review the responses by leading them to realise that these actions if used in one lesson would result in variation of pupil/teacher behaviours. Relate this to the skill of variation. Explain and demonstrate the following elements of the skill of variation.

Movement: This involves making few movements during the lesson instead of being fixed at one point in front of the classroom. However, such movements should not distract pupils attention.

Use of gestures: This involves movements of the body, head and hand to emphasise a spoken word/a point. Such gestures must be meaningful and avoid simply distracting pupils' attention.

Varying voice: This involves lowering and risking pupils' questions leading them to a brief discussion of a point that has been introduced.

Pupil verbal participation: This involves asking pupils questions leading them to a brief discussion of a point that has been introduced.

Use of different senses: This involves varying activities so that pupils move from the use of one sense to another. This can be done through the use of teaching/learning materials such as pictures, models and real objects. It can also be promoted through activities.

Pupils' physical activity: This involves the use of physical activities such as dramatization, drawing, copying, reciting. These activities help pupils to learn by doing.

1.4 Note the following two important points:

a. Use activities related to specific objectives and content being covered.

b. Modify the use of a particular element of the skill depending on the pupils' feedback during the lesson.

2.0 PRACTISE IN THE USE OF THE SKILL OF VARIATION.

2.1 Demonstrate to the participants how the skill of variation is used by conducting a micro-teaching lesson.

2.2 Divide participants into groups to prepare a mini lesson in which the skill of variation will be used. Let them use the Teachers' Guides and Pupils' Books for the topics and the Appraisal Guide for the Variation Technique in Appendix D for reference.

2.3 Let groups make presentations in a plenary session. After each presentation, hold a discussion on strong/weak points of the lesson. Comment on the presentations and review the main techniques/elements of the skill of variation.

■ Summary

This unit has covered basis aspects of the skill of variation. To be successful with this skill, a teacher needs to use meaningful and purposeful movement, gestures, voice, people verbal participation and physical activity. Pupils should also be given the opportunity to use all the senses. A teacher who uses these techniques will make learning enjoyable for the pupils.

Chapter **10**

■ Topic:

Questioning Technique

Duration: **2 hours**

Introduction

Most teaching is done through the questioning technique. Unfortunately not all teachers know how to use this technique effectively. This topic discusses some of the guidelines that teachers should follow when asking questions.

Objectives

By the end of this chapter participants should be able to:

1. State reasons for asking questions during teaching
2. Identify elements of the skill of questioning
3. Practice how to use the skill of questioning effectively

Materials

- Teachers Guide
- Pupils' Books
- Flip chart
- Board
- Pental marker
- Cards

Activities

1.0 REASONS FOR ASKING QUESTION WHEN TEACHING

1.1 Use a brainstorming session to enlist reasons for asking questions during the lesson. Write the participants' responses on a flip chart. The responses may include the following:

- improve pupils' motivation
- improve pupils' participation
- keep pupils alert during the lesson
- help to check pupils' understanding of what is being taught.
- check pupils' prior knowledge on the topic to be taught.
- summarise the main points in the lesson.
- assess the pupils' mastery of the topic taught.

2.0 ELEMENTS OF THE SKILL OF QUESTIONING

2.1 In pairs let the participants discuss and define elements of the skill of questioning. Write their responses on chalk board/flip chart. The responses may include the following: phrasing, pursing, directing, and probing.

2.2 Review participants' responses and summarise as follows:

Phrasing (framing the questions). Questions should be brief, clear and consistent. The teacher should use language that pupils can understand i.e. simple language.

Pausing. Ask a question, pause for a few seconds and name a child to answer. This gives pupils a chance to think about the answer. It also helps all pupils to think about the question.

85

Directing. Ask a question to the whole class, pause, then select a pupil to answer. The teachers may direct the question to a bright/playful/weak pupil depending on the reason for asking the question.

Redirecting. This involves directing the question to several different pupils in order to solicit different views in order to help pupils to be critical of each other's responses.

Prompting. This involves rephrasing the question in simple language or restating it in different ways in order to enable the pupils to answer when they are unable to do so.

Focusing. This entails beginning by asking a broad question to involve as many pupils as possible and then asking more specific questions as information comes in from pupils.

Distribution. This means asking questions at random and to all sections of the class.

Relevance. This requires making the questions relevant to the topic that is being taught.

Suitability. This means gearing questions to suit the pupils' level of understanding and age.

Level of questions. This means asking questions that are different levels of thinking to challenge all of the pupils.

2.3 Explain and demonstrate each element of the skill of questioning.

2.4 Note the following important points in handling pupils responses/answers:

- When an answer to a question is correct say so and reinforce.
- When only part of the answer is correct say so and show where the pupil is wrong.
- Minimize chorus answers. They do not promote individual participation.

- Avoid any unnecessary repetition of pupils' answers.
- When a pupil fails to give a correct answer and another one does so, let the one who failed repeat the correct answer.
- When a pupil gives a wrong answer, indicate that the answer is not correct before asking someone else to answer.
- Rephrase the question when pupils do not understand it.

3.0 PRACTICE IN THE USE OF THE SKILL OF QUESTIONING IN TEACHING AND LEARNING.

3.1 Divide participants into small groups, let them select a topic from the Teachers' Guide and Pupils' Books. Prepare a mini lesson in which the skill of questioning will be used.

3.2 In plenary, let participants present their lessons. After each presentation hold a discussion on strengths and weaknesses observed using the Appraisal Guide for the Questioning Technique in Appendix E for reference.

3.3 Review the main elements of the skill of questioning.

■ Summary

Teachers need to use the skill of questioning effectively. This skill has basic elements which if used properly can make the art of asking questions an effective technique. The elements are: phrasing, pausing, direction, redirection, prompting, focusing, distribution, relevance, suitability and level of questions.

Chapter 11

■ Topic:

Effective Ending of a Lesson

Duration: 1 hour

Introduction

A well developed lesson needs to be concluded effectively. This includes emphasising the points covered and correction of the weak points in the lesson. Teachers need to learn how to conclude their lesson if they are to be successful in their teaching.

Objectives

By the end of this chapter participants should be able to:

1. Identify elements of the skill of closure
2. Practise in how to conclude a lesson effectively.

88

Materials

- Teachers' Guides
- Pupils' Books
- Pental marker
- Sample lesson plans
- Flip chart
- Board
- Card

Activities

1.0 ELEMENTS OF THE SKILL OF CLOSURE

1.1 Review elements/structure of a lesson through questions and answers. Participants' responses should include the following:

- introduction
- development
- conclusion

1.2 Using brainstorming approach, discuss with the participants how a lesson canbe concluded. List the participants' responses on a flip chart as follows:

- Asking questions related to the objectives.
- Making a summary of the main points/review of the main points.
- Giving pupils an activity to do.

1.3 Using brainstorming approach, let participants give functions of a conclusion. List the participants' responses on a flip chart. Responses should include the following:

- summary of main points
- checking understanding of the learners
- checking whether objectives have been achieved.

1.4 Review and summarise responses as follows:

Review. This can be done through:

- Repeating key points of the lesson. This involves pointing out the main ideas covered during the lesson in order to help pupils remember the main skills, facts and ideas.

- Summarising what has been covered in the lesson. A teacher uses questions to build up a summary of the main points of the lesson. These can be written on the chalkboard for pupils to see.

Evaluation. When evaluation is used to conclude a lesson a teacher can do the following:

- Asking pupils to use the new skills acquired by giving them exercises in which the skills are used.
- Asking pupils to apply the new ideas learnt by giving them a task to carry out e.g. a problem to solve.
- Having Pupils express their views or opinions on what has been learnt.

1.5 Divide participants into small groups. Distribute old lesson plans and let the participants examine the quality of the conclusions of the lesson plans. Let them record their responses and suggest improvements on the flip chart using the following guidelines:

- Is the plan to ask questions related to the objectives?
- Will the teacher summarise/review main points?
- Will the pupils be given an activity to do?

1.6 In a plenary session, have the groups report their observations and suggestions for improvement.

2.0 PRACTICE IN CONCLUDING A LESSON

2.1 Divide participants into small groups and assign them a topic from the English Teachers' Guide or Math Teachers' Guides.

2.2 Ask them to prepare a full lesson on the given topics to include introduction, development and conclusion.

2.3 Distribute a copy of the skill of conclusion appraisal guide to each participant. In a plenary session ask groups to present their lessons. Let the rest of the participants observe and appraise the conclusions of the lessons.

2.4 Discuss with the participants the observations by using the Appraisal Guide for the Skill of Closure in Appendix F.

Summary

There are two main ways of ending a lesson namely, reviewing and evaluation. Teachers must use these techniques properly. When ending a lesson through reviewing, a teacher can lead the learners to repeat key points of the lesson or make a summary of what has been taught through questions. Evaluation as a way of ending a lesson can be done by asking pupils to use the skills gained in problem solving or giving them the opportunity to express their opinion on what has been taught or learnt.

Chapter 12

■ Topic:

Effective Use of the Chalkboard

Duration: 2 hours

Introduction

The chalkboard is the most common teaching and learning resource teachers use. It can facilitate learning in almost every lesson. However, it needs to be used effectively. To achieve this, there is need to follow guidelines. This topic covers ways of using the chalkboard properly.

Objectives

By the end of this chapter, participants should be able to:

1. State the use of the chalkboard.
2. Identify basic techniques of using the chalkboard effectively.
3. Practise using the chalkboard effectively.

Materials

- Duster
- Cards
- Pental marker
- Chalk
- Chalkboard ruler
- Chalkboard

Activities

1.0 USES OF THE CHALKBOARD

1.1 Give each participant a card and let him/her write one use of a chalkboard. Ask one participant at a time to read out what he/she has written on his/her card. Write or stick the participant's responses on the chalkboard/flip chart. Responses may include the following.

- Writing summaries
- Drawing diagrams
- For pupils to practise writing
- Writing new words
- Demonstrating how problems are solved.

1.2 Review the responses and emphasise the variety of uses.

2.0 TECHNIQUES OF USING THE CHALKBOARD EFFECTIVELY

2.1 One-by-one, ask five participants to do one of the following on the chalkboard. Let the other participants observe how the activities are being done.

1. Write a sentence while attending to the pupils.
2. Write a long sentence in a straight line.
3. Draw a map of Malawi and label the lakes.
4. Draw two stickmen holding hands.
5. Draw a flower in a vase.

2.2 Let participants discuss how effective each activity was done in terms of:

- Positioning of the participants.
- Positioning of the work on the chalkboard.
- Clarity of writing and illustrations.
- Legibility of writing.
- Suitability of the writing and illustrations to a particular class.

2.3 Review the responses through demonstration and summarise as follows:

- Stand where you do not shade what is on the chalkboard for pupils to see.
- Writing should be clear and legible.
- Writing should suit the age of the pupils. Younger children need bigger lettering than older ones.
- Do not continue talking while facing the chalkboard.
- Learn to draw illustration quickly and clearly.
- Illustrations should be simple but relevant to what is being covered.
- Use a ruler to draw straight lines.
- Writing should be done from left to right and always in straight lines.
- Where the chalkboard is big enough, organise the work in columns.
- Rubbing on the chalkboard should be done from top to bottom.

3.0 PRACTICE IN USING THE CHALKBOARD EFFECTIVELY

3.1 Divide participants into small groups. Give each group pieces of chalk and a chalkboard.

3.2 Let participants practise using the chalkboard. Let each one of them practice the following: 1) drawing any diagram and labelling it; 2) writing a sentence for Std 1, 4 and 6; 3) demonstrating a long multiplication exercise on the chalkboard; 4) writing letters and figures for Std 1; or 5) writing prewriting characters.

3.3 In plenary session, the facilitator should stress the main points on the effective use of the chalkboard, as in 2.3 above.

■ Summary

Teachers need to learn how to use the chalkboard effectively since it is the most common teaching/learning resource. Effective use of the chalkboard demands that the teachers should write clearly and legibly. They should also draw appropriate illustrations. Work on the chalkboard also needs to be organised.

Chapter 13

- **Topic:**

Illustration Technique

Duration: **4 hours**

Introduction

One powerful skill for communicating ideas to pupils that a teacher must aspire to acquire is the ability to illustrate points on the chalkboard. This skill helps the teacher to add meaning to the teaching and learning. Unfortunately, most teachers find it difficult to illustrate their teaching points either verbal or non verbally. However, with practice teachers can acquire this most valuable skill.

Objectives

By the end of this topic participants should be able to:

1. Review the users of the chalkboard.
2. State factors to consider when writing clearly and legible letters on the chalkboard.
3. Demonstrate how to write clear and legible letters on the chalkboard.
4. Practice in drawing non-verbal illustrations on the chalkboard with little difficulty.

Materials

- Pieces of chalk
- Flip chart
- Portable chalkboard
- Pental markers
- Cards
- Dusters

Activities

1.0 REVIEWING THE USES OF THE CHALKBOARD

1.1 Give one card to each participant and ask him/her to write one use of the chalkboard on the card and stick it on the board.

1.2 Let participants regroup the cards to summarise the uses of the chalkboard as follows:

- writing letters, important words/sentences and numerals.
- drawing diagrams
- building up summaries
- demonstrate how to solve mathematical problems
- show examples before starting exercises.

2.0 FACTORS TO CONSIDER WHEN WRITING LETTERS ON THE CHALKBOARD

2.1 Divide participants into small groups. Give each group flip chart and a pental marker.

2.2 Ask each group to discuss factors that teachers should consider when writing letters on the chalkboard. Let them write their responses on the flip chart. Responses may include the following:

- size and style of letters and figures
- position of strokes
- colour

2.3 In a plenary session review participants responses and summarise as follows:

Consistency: Letters must be uniform in size and style.

Movement

- Follow proper ways of making strokes.
- Letters fall into the following stroke categories:
  - Those formed from circles or circles and straight lines combined. Examples are o, c, a, e, b, d, g, p, q
  - Those made up of straight lines. Examples are l, k, t, x, z, y.
  - Those based on the letter 'u' or 'n' such as m, n, y, w, h.
  - Those that do not fall into any of the other three categories above such as f, j, s, r.
- Most letters start with the left stroke e.g. $^1b_2$, $^1K_3$, $^{\downarrow}P_2$
- The left side of the letter is drawn first e.g. $^1C_2$, $^1g_2$, $^1n_2$

Position of the strokes: Strokes must be positioned properly in order to attain appropriate proportions in some letters e.g. B, H, A. The teacher must stand in front of the chalkboard with the body centred to the left half.

Time: The teacher should write quickly to avoid keeping pupils waiting and idle for along time.

Colour: Appropriate colours should be used when writing on the chalkboard. Red, Blue and Green should be only used to draw illustrations.

3.0 HOW TO WRITE CLEAR AND LEGIBLE LETTERS ON THE CHALKBOARD

3.1 Demonstrate the following aspects on the chalkboard to the participants.

- Consistency in writing
- Appropriate movements in writing letters
- Positioning in front of the chalkboard
- Proper use of time
- Proper use of colour

3.2 Divide the participants into small groups. Give each group a chalkboard and pieces of chalk. Let each of the groups practice each of the aspects demonstrated in 3.1 above.

3.3 Move around among the groups to supervise and assist when participants have difficulties.

3.4 In a plenary session, review and stress each aspect above.

4.0 DRAWING NON-VERBAL ILLUSTRATIONS ON THE CHALKBOARD

4.1 Write the statement " Importance of non-verbal illustrations in teaching and learning" on the chalkboard.

4.2 Using a brainstorming session, elicit the importance of non-verbal illustrations on the chalkboard. Participants responses may include the following:

- saves teacher's preparation time
- makes learning interesting
- helps pupils to remember what they have learnt
- makes the learning process faster.

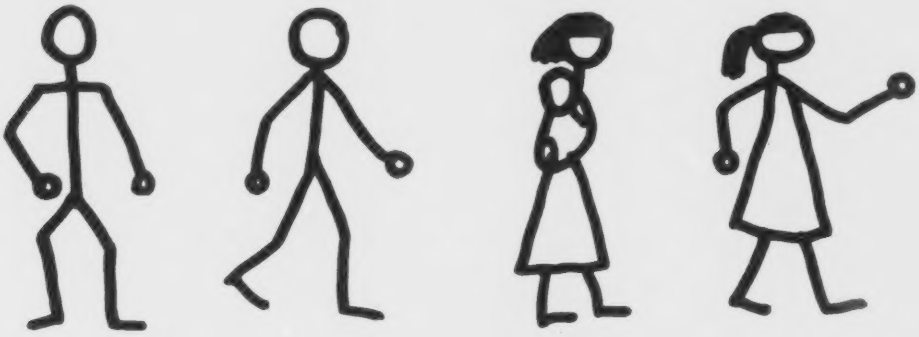
4.3 Review the participants responses and summarise as follows:

- they make impact on the learners
- they promote retention
- they make learning meaningful by adding reality
- they simplify concepts
- they clarify misconceptions.

4.4 Demonstrate how to draw the following non-verbal illustrations on the chalkboard.

DRAWING STICKMEN

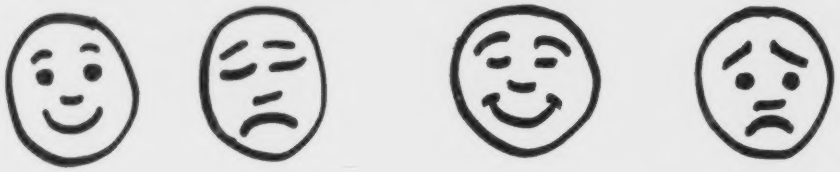
1. Ask one participant at a time to draw a stickman on the chalkboard
2. Discuss the drawings and make corrections
3. Demonstrate how to draw stickmen



4. Ask participants to practice drawing stickmen
5. Discuss guidelines for drawing stickmen. For example:
   - They should be simple;
   - They should show action;
   - Drawings should be based on lines and circles.

DRAWING HAPPY/SAD FACES

1. Demonstrate how to depict happy or sad faces. Examples are:

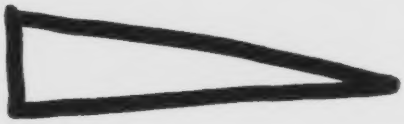


DRAWING ANIMALS

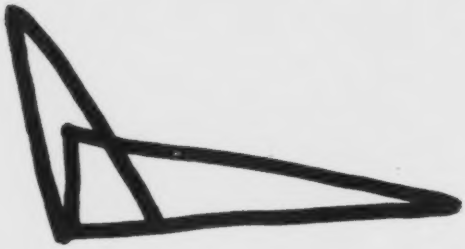
1. Ask some participants to draw a dog on the chalkboard quickly.
2. Discuss their problems e.g. lack of techniques.
3. Explain that simple diagrams of animals can be using shapes such as triangles, circles/ellipse and four sided figures.
4. Demonstrate how participants can draw different animals using shapes.

A. DRAWING A DOG USING TRIANGLES: FOLLOW THE STAGES INDICATED BELOW.

1.



2.



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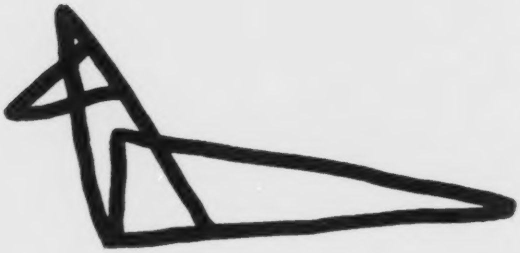
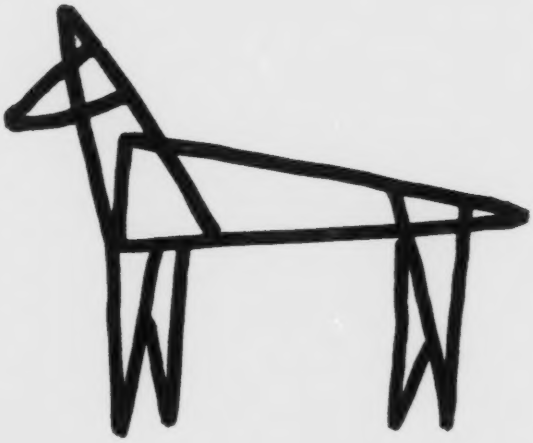
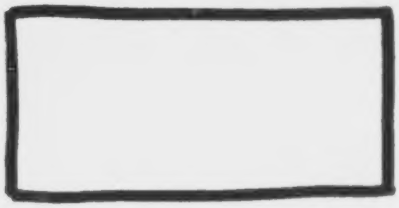


4.

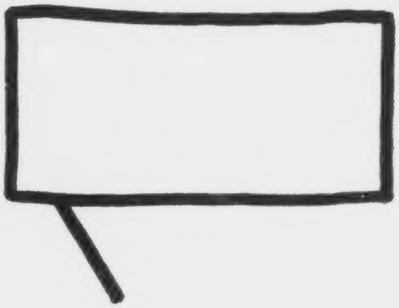


B. DRAWING A COW

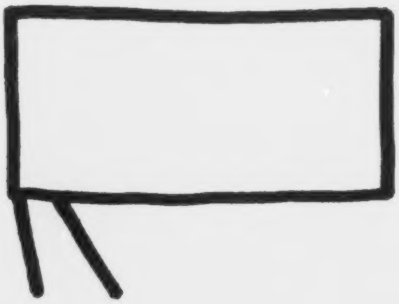
1. Draw a rectangle twice as long as it is wide.



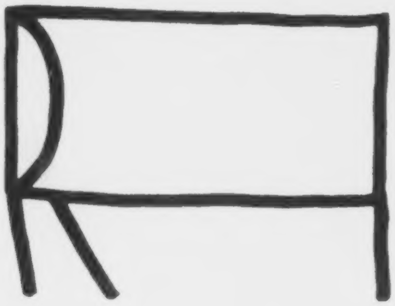
2. Extend the first vertical line down ward and point it slightly forward. It should be half the height of the body.



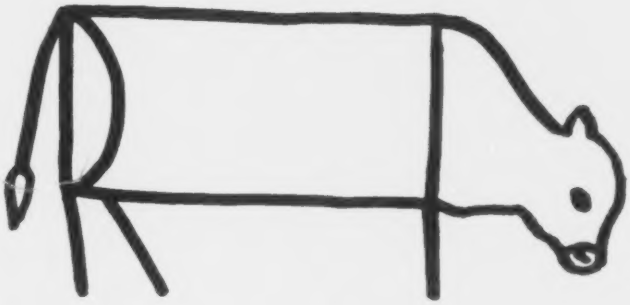
3. Draw a similar line behind it.



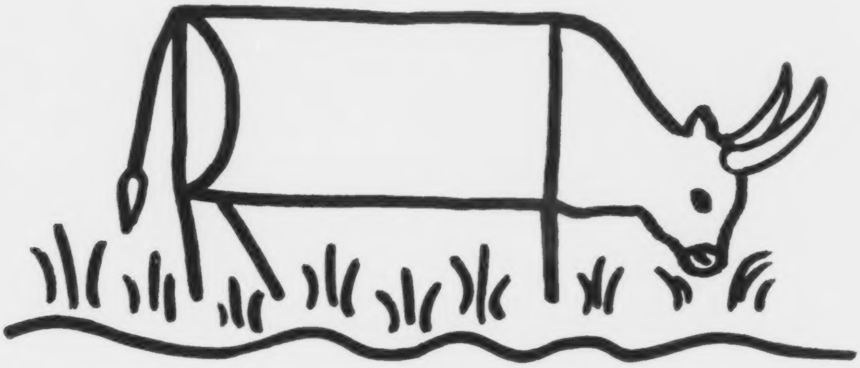
4. Curve a line slightly forward from below the top right hand corner of the rectangle to come out just below the bottom right hand corner. Extend it straight downward to the same length as the other legs.



5. Add the head and tail.



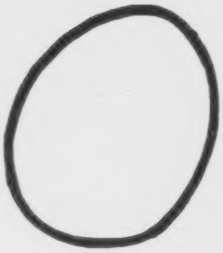
6. Complete the diagram with horns, a tail and natural vegetation.



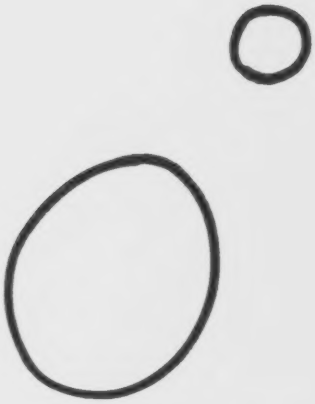
7. Ask each participant to practice drawing a cow following these steps.

C. DRAWING A COCK.

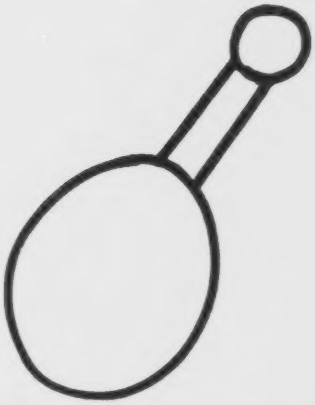
1. Draw a circle.



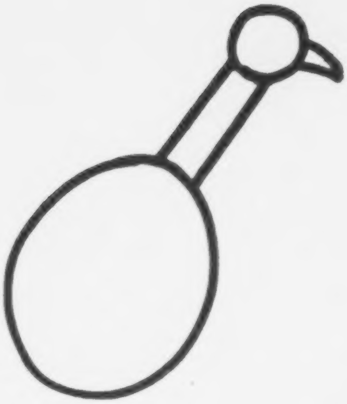
2. Draw a smaller circle
   above the first one but
   slightly to the right or left.



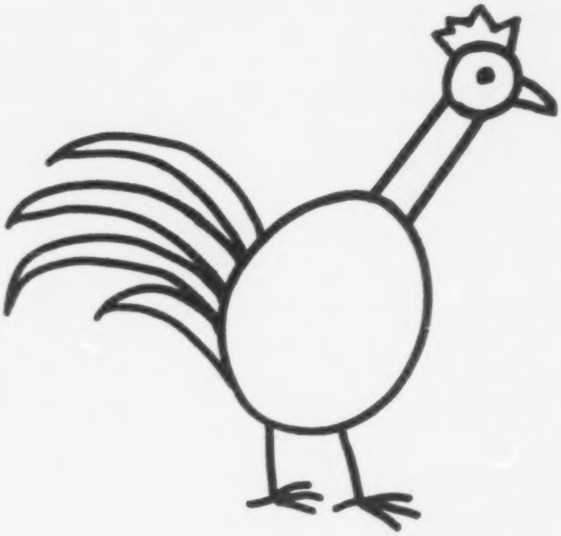
3. Use lines to join the small
   and big circles.



4. Add a beak by attaching a small triangle to the small circle.



5. Complete the drawing by adding tail and legs as shown right.



6. Ask each participant to draw a cock following the steps. View the drawings and make comments and corrections.

■ Summary

Teachers need to learn how to write letters clearly and legibly on the chalkboard. They should also learn to draw the non-verbal illustrations on the chalkboard quickly, legibly, clearly, accurately, and in simple forms. This will facilitate their impact on the learners.

Chapter 14

■ Topic:

Teaching and Learning Materials, with Emphasis on Locally Available Materials

Duration: 4 hours

Introduction

The importance of teaching and learning materials cannot be overemphasized. It is clear from the point of a teacher as well as of the learner that effective teaching and learning cannot take place without them. Teaching and learning materials help the teacher to explain abstract ideas, motivate learners, arouse their interest and develop psychomotor skills. In the end, learners cultivate interest in the subjects, develop various skills and get an understanding of concepts.

Most materials that a teacher needs to use in the process of teaching and learning are available in the environment. All what is required is creativity on the part of the teacher while at the same time being mindful of the objectives of the lessons that are to be delivered. It is important for teachers to prepare teaching and learning materials well in advance.

Objectives

By the end of the topic participants should be able to:

1. List twenty teaching and learning materials.
2. Classify teaching and learning materials into three main categories.
3. State the importance of teaching and learning materials.
4. State the characteristics of effective teaching and learning materials.
5. Collect teaching and learning materials from the local environment.
6. Make teaching and learning using locally available resources.
7. Practice in the use of some of the locally made resources.
8. Discuss effective use of textbooks.

Materials

- Examples of realia
- Charts
- Cardboards
- Tools like knives
- Pair of scissors
- Stones
- Sticks
- Hammer
- Nails

Activities

1.0 LISTING TEACHING AND LEARNING MATERIALS

1.1 Using the brainstorming approach, ask the participants to name twenty materials which they would use in teaching. List all the responses on a flip chart. The participants responses may include the following: Leaves, stones, sticks, fruits, feathers, shakers, goats, insects, bottles, boxes, barks, grass, tins, pencils, wrappers etc.

1.2 Summarise the list emphasizing that there are plenty of teaching and learning materials that teachers should use in their class.

2.0 CLASSIFY TEACHING AND LEARNING MATERIALS

2.1 Examine the list and ask participants to identify materials that help pupils to learn through: Seeing. Hearing, both Seeing and Hearing.

2.2 Review participants responses and explain the three categories of teaching andlearning materials as follows:

- Visual materials that aid teaching and learning through sight, for example leaves, boxes, diagrams, books, fruits, etc.
- Audio materials that aid teaching and learning through hearing are a drum, radio/recorder, sounds made by animals, bird songs, shakers, things falling.
- Audio-visual materials that aid teaching and learning through hearing and sight are TV, Video, or a Projected Film.

3.0 IMPORTANCE OF TEACHING AND LEARNING MATERIALS

3.1 Divide the participants into small groups to discuss and define the importance of teaching and learning materials. Let them record their responses on a flip chart.

3.2 In a plenary session, the participants present their responses.

3.3 Review and summarise their responses as follows:

- Draw pupils' attention.
- Stimulate learning.
- Simplify ideas in concrete form.
- Increase quality of learning.
- Arouse interest and curiosity.
- Save teachers' time during lesson delivery.
- Allow pupils to practice.
- Broaden and consolidate teaching and learning.
- Encourage active participation of the pupils.
- Help develop interest in other areas of learning.
- Help pupils to remember.
- Make learning joyful.

4.0 CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING MATERIALS

4.1 Using a brainstorming session, ask the participants to mention characteristics of effective learning and teaching materials. Their responses may include the following: big for learners to see clearly; or attract and hold attention of learners.

4.2 Review and summarise responses as follows:

- Big enough for all learners to see.
- Attract and hold learners attention.
- Convey the message.
- Simple, accurate and relevant.
- Promote pupils' involvement in learning.
- Help to distinguish certain important details.

5.0 PRACTICAL SESSION : COLLECTING TEACHING AND LEARNING MATERIALS

5.1 Divide participants in small groups. Explain that they will go out in the environment to collect objects which can be used to teach and from which they can make or improvise teaching and learning materials. They should consider the following subjects English, Mathematics, General/Social Studies, Chichewa, Incorporated science.

5.2 Let them go out to collect and make teaching and learning materials.

5.3 Let each group display their materials in the classroom or working room with clear labels according to subjects as follows: English, Chichewa, Mathematics, General/Social Studies, Incorporated science.

6.0 PRACTICE USING SOME OF THE FOLLOWING LEARNING MATERIALS

6.1 Divide participants into groups. Give each group a subject to teach. Ask each group prepare a lesson plan in which the use of some of the teaching and learning materials collected can be used.

6.2 Let groups present their lessons. After each presentation, make observations.

■ Summary

Teaching and learning materials help teachers to teach well and effectively while at the same time assisting the learners in the acquisition of knowledge, skills and attitudes. It is vital to remember that the environment offers a variety of resources which can be used to make teaching and learning materials.

Chapter 15

- **Topic:**

Effective Lesson Presentation

Duration: 2 hours

Introduction

Lesson presentation is one of the crucial stages in the teaching-learning process. It is the stage at which the teacher implements the plan that has been prepared. Unfortunately, most teachers lack the skill and creativity to present an effective lesson. Experience has shown that even with a thoroughly prepared lesson, most teachers fail to present their lessons effectively. For this reason, teachers need to develop skills, knowledge and attitudes that enhance effective lesson presentation. This topic discusses ways by which teachers can make their lesson presentation effective.

Objectives

By the end of this chapter participants should be able to:

1. Identify characteristics of an effective lesson.
2. State factors that contribute to an effective lesson presentation.
3. Practice in the skill of effective lesson presentation.

Materials

- Cards
- Flip chart
- Pental markers
- Teachers' Guides
- Pupils' Books
- Board

Activities

1.0 CHARACTERISTICS OF AN EFFECTIVE LESSON

1.1 Write the statement **"Characteristics of an effective lesson"** on a flip chart.

1.2 In a brainstorming session, let participants list characteristics of an effective lesson. Their responses may include the following: objectives are met; pupils are able to perform lesson activities.

1.3 Review each point and summarise the characteristics of an effective lesson as follows:

- pupils are able to answer questions based on the lesson.
- pupils are able to perform activities that were conducted during the lesson.
- pupils are keen to continue practising lesson activities even after the lesson.
- all lesson objectives are achieved.
- the lesson ends within the specified period of time.
- pupils' attention is captured throughout the lesson

2.0 FACTORS THAT CONTRIBUTE TO EFFECTIVE LESSON PRESENTATION

2.1 Write the statement **"Factors that contribute to effective lesson presentation"** on the flip chart.

2.2 Divide participants into two small groups and give each group a flip chart paper and a pental marker. Ask each group to state factors that contribute to effective lesson presentation. Let them write their responses on a flip chart.

2.3 In a plenary session, let each group make a presentation of the points they have listed. After each presentation ask for comments on the additional points.

2.4 Summarise the main factors that contribute to effective lesson presentation. Their responses should include the following:

- Introduction should be lively, interesting and linked to the new work.
- Delivery of the subject matter should follow the order of steps and relate to the specific objectives.
- There should be varied pupil activities and pupils must be actively involved in the lesson.
- Make the lesson pupil centred.
- Facts skills and points should be presented according to the levels of difficulty.
- There should be a lot of pupil-teacher interaction.
- Pupils should be free to express their opinion/views on the material being presented e.g. let them ask questions, make suggestions.
- Use pupils' responses to improve teaching and to promote the pupils' understanding of the subject matter.
- Show mastery of the subject matter through the flow of explanations of the points, effective demonstration/illustration of the points and answering of questions.
- Keep pupils busy throughout the lesson by involving them in meaningful, varied and practical activities.

113

- The teacher should play the role of a facilitator providing an environment that pupils should manipulate in order to gain knowledge and skills.
- Teaching and learning should be used at the appropriate stage and in a way that promotes effective learning.
- Use varied ways of reinforcing pupils' responses in order to show acknowledgement of their effort.
- Develop a proper system of carrying out routine activities such as distribution of teaching and learning materials, going out for break or a PE lesson, marking pupils work, entering the classroom.
- Use appropriate, vivid and effective techniques to conclude a lesson.
- Be observant during the lesson in order to control disruptive behaviour.
- Time lesson activities properly.

3.0 PRACTICE IN THE SKILL OF EFFECTIVE LESSON PRESENTATION

3.1 Divide participants into small groups and give them Teachers' Guides and Pupils' Books to prepare a lesson plan for presentation

3.2 In a plenary session, ask each group to present their lesson while the other participants observe and check if the presenter accommodated the points listed in Activity 2.4 After each presentation, discuss the strong and weak points in the lesson. Suggest what should have been done in the case of weakness.

■ Summary

Effective learning depends on the way the teacher presents the lessons. Teachers need to use a variety of techniques that promote learning. For instance, teachers need to develop skills in how to introduce, develop and conclude effectively.

Chapter 16

■ Topic:

Guidelines for Successful Teaching

Duration: **2 hours**

Introduction

Successful teaching is a broad subject. It implies all the efforts techniques, skills, methods attitudes, knowledge that constitute successful teaching. Guidelines will therefore tend to talk about those things that a teacher needs to do right in order to succeed professionally. There is more to it than just chalk and talk. Thorough knowledge of subject matter, methods of teaching, how children behave and learn are vital to successful teaching. A successful teacher should always be asking himself or herself questions like philosophers do. In other words, he/she should have a checklist to ensure that she/he does not miss anything professionally. What do I want to teach? How do I teach? What will I need to teach it well? What are the needs of my pupils? What is my role in the lives of these children? How do I improve my teaching? How do I assist the slow achievers? Do I have everything I need for today's work? These are some of the so many questions that a successful teacher ought to ask oneself.

Objectives

By the end of the chapter participants should be able to:

1. Describe a successful teacher.
2. State what a teacher should do to be successful.
3. Develop a checklist for ensuring successful teaching on a daily basis.

Materials

- Pental markers
- Flip chart
- Chalk
- Plain papers
- Cards

Activities

1.0 A SUCCESSFUL TEACHER

1.1 Write the statement **"Who is a successful teacher?"** on a flip chart. Divide the participants into small groups and provide them with plain A4 paper. In their groups, let them brainstorm qualities of a successful teacher.

1.2 In a plenary session, let participants provide their responses. List the responses from all groups on the flip chart/board.

1.3 Review and discuss each point on the chart/board and summarise. The summary should include the following. A successful teacher:

- has schemes of work ready at the beginning of each term.
- has detailed schemes of work which are divided into teachable units.
- has his/her records of work filled in on a weekly basis.
- has records of work that are detailed and meaningful to any user.
- has records of work that are self evaluating/evaluative.
- makes his/her lesson plans for each and every lesson in good detail.
- has lesson plans that are in a logical sequence, usable by any teacher taking over the class in emergencies.
- prepares suitable teaching and learning aids before time.
- knows his/her class well to enable him/her to decide good approach to teaching and learning.
- keeps his/her class actively occupied all the time.
- knows his/her strong and weak pupils and reach them to assist each other.
- hangs all wall charts at the height of the shortest pupil.
- keep his/her class clean and tidy.
- used duty rosters for the whole class.
- is gender conscious for all activities.

2.0 WHAT A TEACHER SHOULD DO TO BE SUCCESSFUL

2.1 Give each participant a card and let him/her state things a teacher should do to be successful in his/her teaching.

2.2 Let each participant read his/her response to the whole group. Write the responses on a flip chart. The responses may include the following:

- He/she should know his/her subject matter well.
- He/she should know how children grow and learn.
- He/she should be resourceful.

2.3 Review the participants responses and summarise as follows:

- He/she should be resourceful, tactful.
- He/she should prepare his/her schemes of work before each term begins and lesson plans be prepared thoroughly each day of schooling.
- He/she should know the needs of the students.
- He should use creative methods.
- He should make and use teaching and learning materials.
- He/she should treat pupils fairly without any gender bias or favoritism.
- He/she should make teaching and learning joyful.
- He/she should make the classroom conducive to effective learning.

3.0 A CHECK LIST TO ENSURE SUCCESSFUL TEACHING

3.1 Write the statement **"a check list for successful teaching"** on the flip chart.

3.2 Divide participants into small groups, and let participants develop a checklist of what a teacher should ensure each day he/she comes to school. Encourage the participants to list as many points as possible. Responses may include:

- Prepare good and detailed schemes of work into teachable units.
- Prepare detailed lesson plans.
- Make/fill in his/her records of work on a weekly basis.
- Make his/her teaching methods and activities participatory for his pupils.
- Include all pupils in class when teaching.
- Have suitable and usable teaching and learning materials.

3.3 In a plenary, let the groups report from their checklist. Review the responses and summarise them as questions. They should include the following:

- Do I have schemes of work?
- Do schemes of work indicate what I am to teach this week?
- Are they detailed enough? i.e. broken into teachable units or lesson topics?

- Do I have lesson plans?
- Are lesson plans adequate for the day?
- Are lesson plans detailed enough i.e. with specific objectives, logical sequence of teaching points?
- Are teaching and learning materials available for the day's lessons?
- Does the classroom look attractive to the learners?
- Does the classroom contain materials that pupils can learn from e.g. Nature tables, wall charts, labels, objects, display tables, etc.?
- Are pupils seated so that I can see and reach everyone?
- Are pupils sitting in an orderly manner?
- Are timetables hung on walls and are they being followed?
- Do pupils come to school early enough to allow lessons to start on time?
- Do pupils maintain the class seating plan throughout the day?
- Do pupils tidy the premises and classroom daily and on time?
- Do I use creative and innovative methods?
- Are pupils given more time for individual reading?
- Are the slow learners assisted?
- Is pupils' work marked constructively?
- Do I interact with pupils effectively?
- Do I evaluate my teaching daily in order to improve my approaches?

■ Summary

A checklist for successful teaching could go on and on. What is important is that teachers should always be mindful about the things that contribute to successful teaching. A diligent teacher should always make sure everything is in order. He/she should remember that learning is a process and as such step by step procedures should be followed. The teacher should also ensure that he/she is fully equipped for the day's work in terms of preparations, knowledge of subject matter, appropriate methodologies, material resources and an enabling environment.

Chapter 17

■ Topic:

Integration of Subjects

Duration: **5 hours**

Introduction

Children learn about their world holistically. In school, they are perplexed to see that teaching and learning is segmented into lessons of English, Chichewa, Mathematics, General Studies, Physical Education, Music, etc. Experience has shown that young children learn better and gain more when teaching is creative and integrates subjects.

Objectives

By the end of the chapter the participants should be able to:

1. Identify core subjects and subjects that can be integrated with them.
2. State the benefits of integrating related subjects.
3. Analyse the topics in Chichewa, Music, Maths, Physical Education, General Studies and Creative Arts.

Materials

- Flip charts
- Coloured chalk
- Pental markers
- Copies of the primary education syllabi for various subjects
- Chalkboard
- Flip chart
- A4 paper

Activities

1.0 IDENTIFICATION OF SUBJECTS WHICH CAN BE INTEGRATED

1.1 Ask participants to identify the core subjects in standards 1, 2, 3 or 4 syllabus. Their responses should be: Maths, English, Chichewa and General Studies.

1.2 Write the core subjects on the flip chart or chalkboard and explain that the other subjects are subsidiary.

1.3 Explain to participants that experience has shown that topics of the subsidiary subjects can be integrated with some of the topics of the core subjects.

1.4 Explain that some topics in Mathematics can be integrated with related topics in English, Creative Arts and PE and this can produce better results than teaching the topics as separate entities. Children learning counting numbers 1 to 9 can be engaged in modeling the numbers in clay, as well as animals, birds, people, etc. This combines mathematics and creative arts. When the numbers dry the children can play identification, counting and recognition of numbers and objects.

1.5 Divide participants into small groups. Give them paper for recording their responses. Let participants have practice exercise in identifying topics in different core subjects that can be integrated with subsidiary subjects. Review and summarise some of the responses as follows:

(a) counting the numbers forward, backward while taking that number of steps. (integrating mathematics and PE.)

(b) match legs of a cow, dog, bird, person, etc. with the numbers you have and answer these questions in English (integrating mathematics, English, PE, and Music).

- How many legs has a cow/dog/bird/person? etc.
- Which animal has the longest legs?
- Which animal has the shortest legs?
- Which animal runs fastest/slowest?
- Which animal has the smallest body?
- Who is a person in this classroom?
- Which of the creatures/animals can sing a song?
- Do you know the song? Let's sing it (the pupils practice singing it).
- Which animal can dance? How does it dance?
- Can we imitate the animal? Do we need a musical instrument? Let us all dance.
- Which part of music does it sing? Who wants to take part? Let us sing its part and the other parts.

(c) Model the numbers from one to nine. Do addition and subtraction operations in English using the modeled numbers (Integrating mathematics, English, Creative Arts, and PE):

- Look at this number 2. I add it to 5, what is the total now?
- Add 5 and 3, what will be the total?
- Look at this 9. Take away 5. What number is remaining?
- Place the modeled numbers 1 to 9 on a line across the floor and with an even space of about the length of a Teachers' Guide between each one. Have a child do the following:

i. Jump to 2. How many spaces more to cover to reach 5?
ii. Jump to 7. How many spaces more to cover to reach 9?
iii. Jump to 6. How many spaces more to cover to reach 8?

1.6 Ask the participants to state the subjects they have integrated in the lessons above. Will the children find it interesting?

2.0 THE BENEFITS OF INTEGRATING SUBJECTS, TOPICS AND UNITS AS STRATEGIES OF TEACHING AND LEARNING.

2.1 Ask participants to state the benefits of integration of subjects. That is, Integrating subjects:

- makes learning rich, lively and joyful.
- ensures participatory creative teaching and learning.
- puts more emphasis on core subjects. The core subjects receive more time and this ensures more opportunities for the learners to achieve permanent literacy and numeracy.
- teaches related topics within and from different subjects together. The connections are important for the learner's assimilation of knowledge, concepts and skills. In addition, the process saves time because it avoids duplication.
- helps create a natural situation of learning, which is important for the development of the child.
- strengthens the links between the curriculum/syllabi e.g. links between English, Physical Education, Music and Mathematics; Chichewa and Creative Arts; English and Creative Arts, etc.
- strengthens links between syllabi and inservice teacher development to improve the quality of learning at classroom level.
- maximizes linkages within and across learning areas by relating skills/concepts.

3.0 ANALYSING THE TOPICS IN CHICHEWA, MATHEMATICS, ENGLISH, GENERAL STUDIES, P.E, CREATIVE ARTS AND MUSIC IN STANDARDS 1 TO 4 FORM THE NATIONAL PRIMARY EDUCATION CURRICULUM

3.1 The participants work in four groups and each group analyses topics in all subjects of the syllabi for each class to identify related topics

Task: Group 1: topics in all subjects in Std 1
Group 2: topics in all subjects in Std 2
Group 3: topics in all subjects in Std 3
Group 4: topics in all subjects in Std 4

The groups write the topics on flip charts. After one and half hours the groups will swap classes and flip charts and the next group will only add its new ideas on each flip chart. As the participants work in groups, the facilitator goes round to check and guide the discussions.

3.2 After one and half hours the groups present their work in a plenary. A summary will be drawn for each task based on the presentations and comments made by the class.

3.3 Explain to the participants that based on the work done in 3.2, they will now prepare a scheme of work for a term of the identified topics. Give the flip chart containing the identified topics in the appropriate groups. Each group prepares a scheme of work for English and Mathematics for a term.

3.4 After an hour, the groups present their work in a plenary. Detailed schemes will be drawn for each group task based on the comments made by the whole class. All the plans are displayed.

Assignment

The participants make schemes of General Studies and Chichewa during their free time.

■ Summary

The children learn about their world holistically. Teachers should try to create a natural situation of learning. Integration of related topics within and from different subjects that are related and variety of strategies of teaching help the learner to assimilate knowledge, concepts and skills. It also makes learning rich, lively, participatory and joyful.

Chapter 18

■ Topic:

Creating a Conducive Environment for Learning

Duration: **1 hour**

Introduction

Children learn better in an environment which is interesting and stimulating. A stimulating environment helps the child to build his/her knowledge, self worth and positive self-esteem. It is the teacher's responsibility to create an environment that gives the child an opportunity to experiment, to find solutions, to take tasks and even fail at attempted tasks. From trying different approaches, seeking out allies and assessing all options, emerge the perseverance and self -confidence needed to succeed at any serious endeavours.

Objectives

By the end of this chapter the participants should be able to:

1. Explain the need for making the learning environment attractive.
2. Mention twenty characteristics of a child-centred learning environment.
3. Discuss ways of organising a learning environment.
4. Discuss ways of making a learning environment attractive.
5. Describe ways of creating an attractive learning environment.

Materials

- Cards
- Board
- Flip chart
- Pental markers
- A4 papers
- Chalk

Activities

1.0 THE NEED FOR MAKING THE LEARNING ENVIRONMENT ATTRACTIVE.

1.1 Write the statement **"need for making the Learning Environment Attractive"** on the board/flip chart

1.2 Ask participants to explain why teachers should make the learning environment attractive. List the participants' responses as follows:

- Motivates children in learning
- Makes learning easy
- Stimulates mental logical development
- Makes learning joyful
- Encourages pupils to explore their environment
- Helps the children to think concretely about their learning
- Encourage thinking and imagination

1.3 Review the responses with participants and add on any other points that have been left out.

2.0 CHARACTERISTICS OF AN ATTRACTIVE LEARNING ENVIRONMENT

2.1 Give each participant a card. Let each list down five things that would make a child's learning environment attractive in a child-centred environment. Their responses may include the following: flowers, nature table, shopping corner, counting frame, and counters.

2.2 Review the participants' responses and summarise them as follows:

- leaves
- cards made from banana barks.
- subject labels at the height of the learners
- counters
- shopping corner
- nature table
- toys
- flowers
- smoked grasshoppers
- tins
- reading charts
- cinema box
- bundles of sticks
- counting charts
- number lines
- drawings of objects
- modeled numbers and objects
- pictures etc.

2.3 Discuss with participants the different items that have been mentioned. Let them suggest what/how each one of them can be used in a classroom situation.

2.4 Divide participants into small groups. Looking at the list of responses and from suggestions given, let participants write down suggestions against each item of how it could be used in language, Maths and General studies, Music or PE.

3.0 ORGANISING A LEANING ENVIRONMENT

3.1 Give out two cards to each participant and instruct him/her to write two ways on each card of making the environment conducive to positive learning: Also, give participants A4 piece of paper.

3.2 Have the participants write two suggestions on each card in five minutes.

3.3 Ask the participants bring their cards and display them on the wall.

3.4 Invite all of the participants to have a gallery to view the suggestions. Let them list down what has been suggested. The suggestions may include the following:

- On walls, subject divisions displaying charts, cards and other materials.
- Hanging cards on threads different objects in subject groups.
- Books to be arranged neatly in cupboards or available space.
- On tables, nature table and shopping corner.
- Labels for different objects in the classroom.

3.5 Let participants review the suggestions and state why every opportunity at improving organisation has to be used

4.0 HOW TO MAKE THE LEARNING ENVIRONMENT ATTRACTIVE

4.1 Discuss with the participants how to arrange display items appropriately in an attractive pattern. Items may include the following:

- Subject: with labels on top and related subjects be close to each other
- Nature table: with objects; names and questions on cards.
- Shopping corner: with objects and price labels
- Collection of real objects
- Models
- Wall news board and its roster for its use
- Display of progress of pupils' performance
- Seating plan and seating mats
- Sand trays.

4.2 Let participants discuss why some items need to be assigned specific places in a classroom environment

5.0 FURTHER PRACTICE

5.1 Divide the participants in groups of four members and discuss how they can organise the following in their classroom.

Group 1: Subject labels and related subjects
Group 2: Nature table & specimens
Group 3: Shopping corner
Group 4: Collection of objects & models
Group 5: Sand trays, pupils' performance
Group 6: Wall News board & seating plan and seating mats.

5.2 In plenary session, let participants report their findings and the facilitator lists a summary of the points on a flip chart/board.

6.0 WAYS OF CREATING AN ATTRACTIVE LEARNING ENVIRONMENT?

6.1 Write the statement **"creating a learning environment"** on the flip chart.

6.2 Give each participant a card on which he/she should write two ways of creating a learning environment.

6.3 Let each participant read out what he/she has written. Write the responses on the flip chart/board. The responses may include the following:

- Offering equal opportunities for participation in class activities;
- praising pupils;
- naming children;
- creation of girl and boy friendly environment;
- having interesting subject delivery;
- proper sitting arrangements;
- pupils feeling accepted and secure,
- good teacher-pupil relationship;
- having displays and use of teaching learning aids;
- being impartial in handling pupils.

6.4 Review the participants' responses and summarise them on the flip chart as follows:

- Give every child an equal opportunity to participate in class activities and decision-making in crucial issues.
- Name the pupils
- Praise the pupils
- Create a clear child-friendly communication system that allows the children to feel free to talk to their teacher when they have problems or need the teacher's help.
- Have interesting and effective delivery of subject matter by the teacher.
- Create proper sitting arrangements in which the learners have free movement.
- Make the learning environment attractive with displays and use of teaching and learning materials.
- Use fairness in handling pupils.
- Create learning centres such as shopping corners and nature tables.
- Use rosters, group leaders and class prefects to carry out certain class chores and responsibilities.

Assignment

Let each group choose and make some of the items discussed in the topic and display them orderly in the learning environment.

■ Summary

Establishing an attractive learning environment offers benefits to pupils motivation, attendance and retention, cognitive processes as well as a sense of pride and ownership. An attractive learning environment attracts children and encourages them to continue exploring their own local environment. It also encourages regular attendance and retention in school. It promotes logical thinking and imagination involving materials and ideas that surround a pupil. Finally, an attractive learning environment promotes a feeling of a pride in belonging to the class.

The attractive learning environment is one in which the teacher offers equal opportunities for participation in class activities and creates a girl and boy friendly environment. He/she praises pupils, knows their names, and is unbiased in working with them in class. Pupils feel accepted and secure in this good teacher-pupil relationship. The teacher has interesting subject delivery, uses proper sitting arrangements, has displays and uses teaching learning aids.

Chapter 19

■ **Topic:**

Creating Learning Centres

Duration: 1 hour

Introduction

A learning environment centre is a rich resource which encourages the learner to continue learning on his/her own. The learning centre displays materials learned in the lessons and some interesting ones which do not come through the lessons but are suitable and relevant to the topics and age group. This chapter discusses two types of learning centres: the nature table and the shopping centre. In this session, participants will learn how to mount displays and create learning centres in a learning environment.

Objectives

By the end of this chapter the participants should be able to:

1. Discuss how to mount displays in a learning environment
2. Define "nature tables" and "shopping corners as centres of learning
3. Discuss factors to consider when displaying teaching and learning materials in the learning centres.
4. Explain how nature table and shopping corner items can be collected/obtained

Materials

- Cards
- Flip chart
- Pental markers
- Coloured pencils
- Shopping corner
- Nature table

Activities

1.0 MOUNTING DISPLAYS IN A LEARNING ENVIRONMENT

1.1 Using the brainstorming approach, let the participants mention ways of making the learning environment attractive.

1.2 List the participants' responses on the chalkboard. The participants' responses may include the following:

- Arrangement of physical setting
- Display of materials for information
- Display/storage of materials for instructional use. Others (such as class rules)

1.3 Review participants' responses and summarise them as follows:

- Display teaching and learning materials
- Proper arrangement of physical setting
- Proper storage of teaching and learning materials

2.0 DEFINING A SHOPPING CORNER AND NATURE TABLE AS CENTRES OF LEARNING

2.1 Give two cards to each participant and ask him/her to write the definition of shopping corner on one card and that of a nature table on the other card.

2.2 Let the participants stick the cards of the definition of shopping corner on one board and that of a nature table on another board. The participants' responses may include the following:

Shopping centre: It is a place or corner in the learning environment that displays empty packets of groceries for the learners to practise shopping.

Nature table: It is a corner displayed with things from the environment such as animals, plants, insects, traditional instruments, etc.

2.3 Review participants' response and summarise them as follows

Shopping corner: This is a created place or corner in the learning environment stocked with empty packets of groceries where learners practise shopping mostly in the subject of Mathematics. The empty packets of groceries are labeled with prices within the learners' knowledge. While used mostly in Maths, it can also be used in other subjects to help make teaching interesting and real. Placing items on a raised surface such as a table enables every learner to see them.

Nature table: This is a created corner/place that offers science materials in the learning environment where interesting things in nature are displayed. It is advisable that all things displayed on the nature table are labeled. Questions should also be attached to the objects, e.g. What is this? Where can you find it? The questions help to stimulate pupils to study the items and to explore the environment they are living in.

3.0 FACTORS TO CONSIDER WHEN DISPLAYING TEACHING AND LEARNING MATERIALS IN THE LEARNING CENTRES

3.1 Ask participants to discuss factors that should be considered when displaying teaching and learning materials in the learning centres.

3.2 List the participants' responses on a flip chart. Responses may include the following:

- They should be clean and properly written or drawn and should depict accurate and clear information.
- Accurate and clear information/instructions.
- Give pupils instructions on how to use the centre.
- Label the items on display.
- Change the items on display regularly.

3.3 Review participants' responses and summarise as follows:

- Materials to be displayed should be discussed with the learners before displaying them.
- Make use of captions (short title or heading) and questions to stimulate the pupils to study them.
- Change the items displayed after two weeks.
- Learners should be involved in mounting displays of their learning environment.
- Use displays in revision lessons or lesson introductions and encourage learners to study them at their free time.

4.0 HOW NATURE TABLE AND SHOPPING CORNER ITEMS ARE COLLECTED/GATHERED

4.1 Divide participants into small groups.

4.2 Ask the groups to discuss how nature table and shopping corner items are collected/gathered. Let participants write the responses on a flip chart.

4.3 In a plenary session, summarise groups' responses as follows:

- Both the teacher and learners collect items for the nature table and shopping corner. However, the learners should participate more than the teacher. This encourages the learners to learn and work independently.
- Items can be obtained from home or by arrangement with friends or grocers. Sometimes items for the nature table will be collected by

exploring the learner's home surroundings e.g. interesting shrubs, stones, snails, dry fruits. etc. This helps the learner to discover interesting things around her/him.

- The items can be changed from the nature table or shopping corner regularly in order to maintain the learners' interest.

Summary

Achieving the effective use of learning centers means following several guidelines:

- Teaching and learning aids should be displayed at the right height of learners
- Materials of related subjects or topics should be placed close to each other.
- They should be clean and properly written or drawn.
- They should depict accurate and clear information/instructions.
- Captions and questions should be attached to the materials/teaching and learning aids to stimulate the pupils to study them.
- The displayed items should be changed after two weeks.
- The pupils should be involved in monitoring displays of their learning environment.
- Both the teachers and learners be involved in collecting items for the nature table and shopping corner.

Chapter 20

■ **Topic:**

Assessment of Pupils' Achievement

Duration: 1 hour

Introduction

Continuous assessment is a process that looks into the child's achievement right from the first day he joins the school up to the end of the course. It assesses child's performance through the exercises and tests that she/he does in every subject in the class. This kind of assessment helps to detect child's weak areas and provides the necessary remedial work that he/she requires to improve his/her performance.

Objectives

By the end of this chapter participants should be able to:

1. Acquire skills for organising continuous assessment.
2. Organise the continuous assessment and pupils' performance record for practice.
3. State the benefits of continuous assessment.

Materials

- Flip charts
- Pental markers
- Teachers' Guides
- Chalkboard

Activities

1.0 SKILLS REQUIRED FOR ORGANISING CONTINUOUS ASSESSMENT

1.2 Write the statement **"10 skills required for organising continuous assessment"** on a flip chart/chalkboard.

1.3 Divide the participants into small groups and ask them to discuss and define the above skills. Let them write their responses on a flip chart

1.4 In a plenary session, let participants present their ideas.

1.5 Review the participants' responses and summarise skills required for organising continuous assessment as follows:

- Tell the pupils that there will be a continuous assessment.
- After teaching each topic from the planned schemes of work successfully, set an exercise for all pupils to do.
- Time the exercises
- The exercises can be done orally e.g. in standard 1-2, written or practical.
- Award marks to the exercise.
- Prepare a monthly record sheet for each pupil.

- Record the pupil's marks in the record sheet.
- If the child does not do the exercise, record zero
- Children who are absent on the day exercises are done can be given an opportunity to do the exercise during the time that has been arranged for them.
- Tests will be given at the end of each term but terminal passes will be determined by averaging a series of exercises the pupil has done including the terminal test.
- The average scores can be converted into percentages.
- Promotion to the next class is calculated by taking an average of all the tests (terms 1,2 and 3) done by the pupil including end of year tests.
- When getting the average of the scores, the zero will be added and divided by number of entries to find the average score. Then the average score will determine whether the child should be promoted to the next class or not.

2.0 ORGANISATION OF THE CONTINUOUS ASSESSMENT

2.1 Using brainstorming session, ask participants to mention 10 points that should be included in profile of each child in the class. Participants' responses may include the following: name, sex, age, class, term, etc.

2.2 Review participants' responses and summarise them as follows:

- Name
- Age
- Date started school
- Village
- Class
- ID Number
- Physical Identification
- Repeater/Not
- Health
- Sex

2.3 Divide the participants into small groups. Give them flip chart. Ask the groups to discuss and write a sample of pupil performance record sheet for a term on a flip chart

2.4 In a plenary session, summarise the responses as follows:

A SAMPLE OF A PUPIL'S RECORD SHEET FOR TERM I

NAME:	AGE:	CLASS:
Sex:	ID number:	date started school:
Repeater? Yes/No	Phys. ID:	
Village:Health Status:		

SUBJECT

	English	Maths	Chichewa	G/Studies	Totals/ month	Average/ month
—	100	100	100	100	400	68.75
Jan	60	55	80	80	275	63.75
Feb	50	60	70	75	255	71.25
Mar	70	80	60	75	285	78.28
Terminal T	78	80	80	75	313	
Total	258	275	290	305		
Average	64.5	68.75	72.5	76.25		70.5

3.0 BENEFITS OF CONTINUOUS ASSESSMENT

3.1 Write the statement " **Why do we use continuous assessment in teaching and learning?"** on the flip chart.

3.2 Give each participant a card. Ask the participant to write one benefit for using continuous assessment in teaching and learning.

3.3 Stick the cards on the board and review participants responses as follows:
- It assesses pupils' progress in learning.
- It reveals weak pupils in the process of learning.
- It suggests areas for remedial work.
- It provides information for decision making.

3.4 Summarise the participants' responses as follows:
- It assists the teacher to find out whether the topic/unit has been mastered
- It identifies weak and strong pupils in the process of learning.
- It suggests areas for remedial work.
- It provides information for decision making e.g. placement or promotion of pupils.
- It assesses the achievement of the intended outcomes.

■ Summary

Continuous assessment is a process in which the learners' performance is examined through exercises and tests. Assessment can be oral or written. Continuous assessment reveals weakness in the process of teaching and learning and provides information for decision making. It is therefore important that teachers should follow guidelines for assessing pupils in class in order to obtain accurate and meaningful results.

Chapter 21

■ **Topic:**

Marking Pupils' Work

Duration: 1 hour

Introduction

When delivering instructional materials in class, learning is enhanced by a number of factors. It has been observed that pupils learn better if their work is marked. Therefore, it is very important that teachers should use meaningful marking methods in order to promote learner's ability to work extra hard for maximum improvement.

Objectives

By the end of this chapter participants should be able to:

1. Identify three types of marking methods.
2. State the importance of marking pupils' work.
3. List 8 hints and tips useful when marking pupils' work.

Materials

- Chalkboard
- Flip chart
- Pental marker
- Lead pencils

Activities

1.0 IDENTIFICATION OF THREE MARKING METHODS

1.1 Write the statement "three types of marking pupils' work" on the chalkboard.

1.2 Give a card to each participant. Ask the participants to write one type of marking on the card. Responses may include the following:

- Marking using " ticks" or "Xs"
- Circling an error
- Underlining the mistake
- Writing comments/remarks

1.3 Summarise the responses with participants to establish that there are three marking methods as follows:

Accuracy marking: This is a method where pupil's mistakes or errors are crossed out (marked x).

Method marking: This is method whereby pupils' mistakes or errors are circled or underlined.

Mutual marking: This is a method whereby pupils exchange their work and mark it.

There are many additional methods of marking pupils' work.
They vary according to the nature of the exercise given to the pupils.

2.0 IMPORTANCE OF MARKING PUPILS' WORK

2.1 Using the brainstorming approach, ask participants to state **"importance of marking pupils' work"**.

2.2 List the participants' responses on a flip chart. Their responses may include the ideas that marking pupils' work:
- turns the classroom into favourable teaching and learning environment.
- encourages pupils to work extra hard for maximum improvement.
- promotes learners' trust.

2.3 Review the participants' responses and summarise them as follows. Marking pupils work:
- promotes trust between teachers and learner.
- acts as a feedback.
- encourages learners to work extra hard for maximum improvement.
- enhances favourable teaching and learning environments in the classroom.
- helps the teacher to identify weakness in the learners' work.
- facilitates decision making processes.
- checks whether the intended outcomes have been achieved.

3.0 LISTING HINTS AND TIPS USEFUL IN MARKING

3.1 Divide the participants in small groups. Give each group a flip chart and pental marker

3.2 Ask the groups to discuss and list down 8 hints and tips useful when marking written pupils' work

3.3 In plenary session ask the groups to present their responses. The responses should include the following:
- As pupils write the exercise the teacher should go round giving help and marking work that has been finished.
- As you mark, do not confine yourself to one section of the classroom.
- As you mark, try to read the pupils' minds through their work and find ways of helping them.

- Set additional work for pupils who finish before time.
- Pupils should not line up at teacher's desk for marking.
- Pupils should be trustworthy during marking.
- Corrections should be done on work that most of the pupils have got wrong on the chalkboard. Ask the pupils who got the work wrong to do the same corrections in their exercise books.
- If marking can not be completed during the period, collect the exercise books and mark during free time.

3.4 Review the groups' responses and summarise as in 3.3 above.

Assignment

a. Get pupils note books and identify marking methods used.

b. State reasons for your answer in (a) above.

c. What advice can you give to the teacher who marked it?

d. Mention methods a teacher can use in large classes.

e. Which methods are suitable for
  (i) Infant classes
  (ii) Junior classes
  (iii) Senior classes

■ Summary

It is important that the pupils' written exercises should be marked in order to provide a feedback to the teacher as well as to the pupil. The participants should realize that there are various ways of marking pupil's written exercises, but it is necessary that all the types of marking should be constructive and educational for the pupil.

Chapter 22

■ Topic:

Supervision of Homework by Teachers and Parents

Duration: 2 hours

Introduction

Homework means extra work given to learners for further practice for which there is limited time in the classroom. It is a way of assisting slow learners by encouraging them to continue pursuing ideas or concepts learnt at school. Homework offers an opportunity to the learners to work on their own at home in an environment outside the classroom. The learner seeks assistance from her/his parents or friends, as long as she/he undergoes a learning process.

When giving homework teachers should be quite clear about what they want to achieve. Homework assigned to pupils is meaningless if it not supervised by teachers. Teachers must make sure that they mark the homework. Otherwise, pupils will see no reason for doing homework. Parents too have a duty to monitor the learning of their children. Monitoring homework is one element of monitoring learning. Parents can assist in its completion and make sure that it is done. For large classes teachers should be strategic about homework assignments. Homework should be given for a specific purpose and for different ability groups.

Objectives

By the end of this chapter participants should be able to:

1. State the meaning of homework.
2. Explain reasons for giving homework to learners.
3. Discuss guidelines for supervision homework.
4. Design sample homework for slow learners.

Materials

- Cards
- Flip chart
- Pental pens
- Chalkboard

Activities

1.0 MEANING OF HOMEWORK

1.1 Write the term **"homework"** on the chalkboard

1.2 Using the brainstorming approach, ask the participants to state the meaning of the term homework. List their responses on a chalkboard. The responses may include the following:

- It is work given to pupils to do after school.
- It is an exercise that is given to learners to do at home.
- It is work given to pupils to supplement work done in class.

1.3 Review participants' responses and summarise them as follows: Homework is an extra exercise given to learners for further practice for which there is limited time in the classroom. It offers an opportunity to the learners to work on their own at home in an environment outside the classroom.

2.0 REASONS FOR GIVING HOMEWORK

2.1 Write the statement **"reasons for giving homework to learners"** on the flip chart or chalkboard.

2.2 Give a card to each participant. Ask them to write one reason on the card.

2.3 Stick the cards on the board.

2.4 Review participants' responses and summarise them as follows:

(a) to give extra work to a child for wider coverage of syllabus.

(b) to broaden pupils' knowledge.

(c) to give further practice for more challenging skills.

(d) to facilitate continuity of learning.

(e) to assist slow learners.

(f) to give opportunity to learn outside the classroom, i.e. at home.

(g) to develop the spirit of hard work, the spirit of reading, problem solving and self reliance.

3.0 GUIDELINES FOR SUPERVISING HOMEWORK BY TEACHERS AND PARENTS

3.1 Divide participants into small groups. Ask participants to discuss guidelines for supervising homework. Let them write their responses on a flip chart.

3.2 In a plenary session, let participants present their responses and summarise them as follows:

- teachers should mark homework the following day.
- teachers should assist slow learners where they make mistakes in the homework.
- parents should assist pupils with homework.
- parents should check pupils work constantly and assist.
- both parents and teachers should physically see and give encouragement to pupils homework.
- both parents and teachers should ask follow up questions to a reading assignment.
- both parents and teachers should ask pupils to summarise what they did as homework.
- both parents and teachers should work hand in hand on the progress of their children's school work.

4.0 DIFFERENT TYPES OF HOMEWORK

4.1 Let participants break into groups to design samples of different types of homework that could be given to pupils for various reasons.

4.2 In a plenary session, let each group explain their sample homework assignments.

■ Summary

Homework is a method in which extra work is given to pupils to practice outside the classroom. It provides a link between what the child learns and what the outside world can afford to him/her. It allows the child to work independently and seek outside assistance where possible. In order for homework to achieve its purpose, teachers and parents should monitor, supervise, check pupils' work constantly and assist where possible.

Chapter 23

■ **Topic:**

How to Assist Slow Learners

Duration: **1 hour**

Introduction:

The teaching process aims at providing quality education to the learner. The learner acquires knowledge, skills value and attitudes in the teaching process. However the rate of acquisition of the concepts, skills values and attitude varies from learner to learner. Some learners achieve high while others achieve low in the learning process. It is important that teachers should know the differences among the learners and be able to assist them appropriately.

Objectives

By the end of the chapter participants should be able to:

1. State the meaning of the terms "low achievers" and "high achievers"
2. Mention some of the characteristics of a low achiever.
3. State factors that may lead to low achievement
4. Mention ways of assisting low achievers.

Materials

- flip chart/black board
- coloured chalk
- pental markers
- cards

Activity

1.0 MEANING OF LOW ACHIEVERS

1.1 Write the terms **"low achievers"** and **"high achievers"** on a flip chart or chalkboard.

1.2 Give a small card to each participant and ask her/him to write on each card what he/she understands by "low achiever" and "high achiever".

1.3 Let the participants stick the cards on a board. Stick cards with "high achievers" separately from cards with "low achievers".

1.4 Review and summarise the responses as follows:

- a **low achiever** is a learner who acquires skills, knowledge values and attitude at slow pace in the learning process due to biological or environmental factors.

- a **high achiever** on the other head is a learner who acquires knowledge, skills, values and attitude at a high pace. He/she learns things easily.

153

2.0 CHARACTERISTICS OF A LOW ACHIEVER

2.1 Divide the participants in small groups. Give each group a flip chart and pental marker or coloured chalk. Ask each group to list down the characteristics of a low achiever on a flip chart.

2.2 Move round to supervise the work.

2.3 In a plenary session, ask the groups make presentations of their responses.

2.4 Review and summarize the responses as follows:

- shy/timid
- speech defect
- coming to school late
- slow maturation
- is often friendly to teachers
- often takes time to stand up and answer questions.
- may like extra curricula activities
- is fond of excuses
- often hates hardworking teachers
- has negative attitude towards learning
- noted to be often ill
- slow in writing or reading.

3.0 FACTORS LEADING TO LOW ACHIEVEMENT

3.1 Divide the participants in small groups. Give each group a flip chart and pental markers and ask them to state the factors leading to low achievement. Move round to supervise the discussions.

3.2 Review and summarize the responses as follows:

- lack of support at home
- auditory defects
- visual defects
- speech defects
- body paralysis
- illness
- malnutrition

- slow maturation
- tradition/initiation ceremonies like chinamwali that cause absence
- poor teaching methods
- poor dressing
- teachers' lack of background knowledge
- absenteeism
- fearfulness and aggression
- coming to school late
- lack of parental care
- drinking
- fighting
- smoking
- shyness

4.0 WAYS OF ASSISTING LOW ACHIEVERS

4.1 Ask participants to go back into their groups and give each group a flip and some pental markers. Ask them to write down some of the ways of assisting low achievers. Move round to supervise the discussions.

4.2 In a plenary session, let each group present its points.

4.3 Review and summarize the responses as follows:

- pay much attention when teaching low achievers.
- give remedial lessons to them.
- use reinforcement for encouragement.
- seat low achievers in a they can be easily reached by the teacher in the classroom.
- Mix low achievers with high achievers.
- use suitable and diverse teaching and learning materials.
- use legible handwriting so that low achievers can see properly.
- vary teaching methods and techniques.
- give exercises according to learners' abilities.
- develop good relationships with low achievers. e.g. punishments should conform with errors made.
- correct visual and auditory defects as soon as they are detected.

Assignment

a. How can you identify pupils with visual defects?

b. What advice can you give to a parent of a child with auditory impairment?

c. Mention three reasons why it is important to mix low achievers with high achievers.

d. In what ways can a learning environment contribute to low achievement?

■ Summary

A low achiever is a learner who acquires knowledge, skills, values and attitudes at a slow pace in the learning process due to biological or environmental factors. A high achiever on the other hand is a learner who is a fast learner. Both a low achiever and a high achiever pose challenges to a teacher in a learning environment. Both a slow achiever and a high achiever need special attention from a teacher. It is important that the teacher should learn characteristics and factors leading to low achievement and strategies that the teacher can use to assist the low achievers.

Chapter 24

■ Topic:

Improving Teaching through Clinical Supervision

Duration: 3 hours

Introduction

Teachers need encouragement, guidance and direction in their teaching. Sometimes they do not know whether their teaching is in consistent with the Ministry of Education standards or not. Supervision is important because it reinforces the required Ministry of Education standards and it brings uniformity in curriculum implementation. It also helps to provide a feedback to teachers. It is therefore important that supervision should be done regularly in schools.

Objectives

By the end of this chapter participants should be able to:

1. State the meaning of "clinical supervision"
2. discuss importance of clinical supervision
3. Describe characteristics of an effective supervisor.
4. Mention·supervisory communications skills
5. Explain phases of clinical supervision
6. Explain how a supervisor can encourage parent and community support for effective teaching and learning.

Materials

- flip chart
- pental markers
- chalk
- chalkboard
- board

Activities

1.0 MEANING OF CLINICAL SUPERVISION

1.1 Give a card to each participant. Let each participant write what he/she understands by "clinical supervision".

1.2 Stick the small cards with participants' responses on a board.

1.3 Review and summarize the participants' responses on a flip chart as follows:

- It is a kind of supervision which is focused on the improvement of instruction by means of a face-to-face relationship between the teacher and supervisor with the aim of improving the teachers "actual" classroom performance. It is interactive rather than directive, democratic rather than authoritarian; teacher-centred rather than supervisor-centred.

- It is supervision which helps the teacher improve his or her instructional performance.
- It refers to a face-to-face encounter with teachers on teaching usually in classroom with the double barreled intent of professional development and improvement of instruction.

The descriptions above emphasise that the teacher is an active participant in the supervisory process.

2.0 IMPORTANCE OF CLINICAL SUPERVISION

2.1 Divide participants into small groups and each group is given a flip chart. Ask each group to write down the importance of clinical supervision. Move round to supervise the discussions.

2.2 In a plenary session, have the groups present their responses.

2.3 Review and summarize the responses as follows

- Develop appropriate teaching skills through the skillful assistance and support received from the clinical supervisor.
- Build teacher self-confidence by enhancing teachers' firm grasp over content and appropriate teaching and learning strategies.
- Adjust teaching styles by diagnosing and solving instructional problems to the satisfaction of both the class and the teacher.
- Receive objective feedback based on substantiated value judgment.

3.0 CHARACTERISTICS OF AN EFFECTIVE SUPERVISOR

3.1 Write on a flip chart: **"characteristics of an effective clinical supervisor"**.

3.2 Ask the participants to go back to their groups. Give a flip chart and a pental marker to each group and ask the groups to write down the characteristics of an effective clinical supervisor. Move round to supervise the discussions.

3.3 In a plenary session ask the groups to make their presentations.

3.4 Review and summarize the responses as follows:

- builds a relationship based on mutual trust and support, i.e. he/she establishes a collegiality with teachers/heads.
- induct the teacher into the role of co-supervisor.
- has credibility, i.e. must practise what he/she preaches and must be able to analyze the teaching process and explain it easily.
- has communication skills i.e. feedback given to teachers must be specific and understandable.

4.0 SUPERVISORY COMMUNICATIONS SKILLS

4.1 Write the term: **"Supervisory Communication Skills"** on the board and give a card to each participant and ask her/him to list one communication skill.

4.2 Stick the cards on a board.

4.3 Review the participants' responses to reach an agreement.

4.4 Summarize the responses on a flip chart as follows:

- identify the teachers' concerns about instruction (his/her teaching).
- translate the concerns into observable behaviour.
- identify procedures for improving the teacher's teaching (instruction).
- provide the teacher with the feedback using objective observational data (i.e. write down what you observe as evidence during feedback).
- elicit the teachers' opinions and feelings.
- encourage the teacher to consider alternative lesson objectives, methods or reasons (avoid saying "This is what I'd do if I were you").
- listen more and talk less (avoid dominating the conservation).
- acknowledge, paraphrase and use what the teacher is saying.
- ask clarifying questions (e.g. tell me what you mean by that).
- give specific praise for teacher performance (e.g. your chalkboard work is neat and well organised).
- acknowledge and use what the person is feeling i.e. try to understand what the teacher is getting at and respect his ideas.

5.0 PHASES OF CLINICAL SUPERVISION

5.1 Write the term **"Phases of clinical supervision"** on a flip chart.

5.2 Using the brain storming approach, ask them to mention the phases of clinical supervision. The participants' responses may include the following:

- pre-observation planning conference
- classroom observation
- post observation (feedback conference)

5.3 Summarize the responses on a flip chart as follows:

Pre-observation

This is the first stage of clinical supervision aimed at establishing a conducive environment and identifying concerns/problems upon which clinical supervision should take place. First, a teacher is asked to explain his/her classroom concerns and problems e.g. management, questioning techniques a teaching strategy, reading or writing inabilities. Second, a planning conference takes place between the teacher and the supervisor. The conference discussion focuses on: 1) the lesson, 2) the kind and amount of information data gathered during observation period; 3) the time of observation; and 4) the methods to be used to gather information.

Classroom Observation

- A teacher observes teaching.
- Data/information is collected based upon strengths, weaknesses and teaching styles including accuracy of information which have been noted.
- A structured or unstructured instrument (or a video or audio recorder if available) can be used.
- Unbiased, accurate, clear and interpretable data is essential. This is important in the next phase.

Feedback Conference (Post observation)

- This is a face to face exchange of information about what was intended in a given lesson and what actually happened.
- Data collected at observation stage is presented, examined and interpreted by both to reach a consensus in order to improve competence. At this stage, the teacher's opinions and feelings should be elicited by the supervisor.

- After this, the process leads back to the first stage - the planning phase. The process is repeated until the problem is eliminated.

6.0 HOW A SUPERVISOR CAN ENCOURAGE PARENT AND COMMUNITY TO SUPPORT EFFECTIVE TEACHING AND LEARNING.

6.1 Divide the participants in small groups and give them flip paper and pental markers. Ask the participants to write the ways of encouraging parents and community to support effective teaching and learning.

6.2 In a plenary session the groups make their presentation.

6.3 Review and summarize the responses as follows:

- Encourage parents to send children who are healthy and prepared to learn to school.
- Ensure that there is frequent communication between school staff and parents.
- Encourage community members and parents to assist with instruction.
- Ensure that the community has a role (of ownership) with meaningful authority in school governance
- Communicate expectations for successful academic results e.g. school authorities communicate frequently and publicly goals of excellence for the schools.

■ Summary

Clinical supervision is a kind of supervision which is focused on improvement of instruction by means of face to face interaction between the teacher and supervisor. There are some aspects of supervision which should be learned in order to attain effective clinical supervision and some of them are as follows: supervisory communication skills, phases of clinical supervision, feed back conference and guidelines for a supervisor to encourage parents and community to support effective teaching and learning. It is important that the supervisors should learn these aspects of clinical supervision so that they can assist the teachers effectively.

Chapter 25

■ **Topic:**

Life Skills

Duration: **5 hours**

Introduction

This chapter discusses the meaning of "life skills", offers examples of life skills and considers the importance of helping young people to develop them. Life skills education provides the foundation that will help learners to overcome obstacles, avoid risky situations, and develop and sustain positive behaviour. It can facilitate the achievement of all national goals of education in Malawi.

Objectives

By the end of the chapter participants should be able to:

1. Explain the meaning of "life skills"
2. Identify life skills
3. State the importance of life skills in young people

Materials

- Flip charts
- Pental markers
- Reference books

Activities

1.0 MEANING OF "LIFE SKILLS"

1.1 Divide the participants in small groups. Give each group a flip chart and pental markers and ask them to discuss the meaning of "life skills" and record their responses on the flip chart. Supervise the discussions.

1.2 In a plenary session, have the groups present their responses.

1.3 Review and summarize the responses as follows" Life skills is a set which includes:

- Abilities for adaptive and positive behaviours that enable individuals to effectively deal with demands and challenges of everyday life.
- Skills which enable one to think and behave in a constructive way in dealing with oneself in relating to others and succeeding in the wider society.
- Practical, technical skills and knowledge such as mixing Oral Rehydration and going to bed early.
- Entrepreneurial livelihood skills, necessary for economic survival.
- Essential skills of basic education, including literacy, numeracy and technical skills in health education.

164

2.0 IDENTIFICATION OF LIFE SKILLS

2.1 Write the question on a flip chart/board. **"List 4 essential life skills you know"**

2.2 Distribute small cards for participants to write their answers and when they have finished, stick the participants' cards on a board.

2.3 Go through the responses and summarize them as follows:

a) Decision making
b) Problem solving
c) Effective communication
d) Self-esteem
e) Assertiveness
f) Coping with emotions
g) Coping with stress
h) Interpersonal relationship skills
i) Planning
j) Entrepreneurial skills
k) Critical thinking
l) Creative thinking
m) Empathy
n) Peaceful conflict resolution

3.0 IMPORTANCE OF THE SET OF LIFE SKILLS IN YOUNG PEOPLE

3.1 Divide the participants into small groups: Give each group a flip chart and ask them to discuss all points in 2.4

3.2 In a plenary session the groups present their points.

3.3 Review and summarize the responses as follows:

a) Decision Making

Each day there are many decisions people make such as what to wear, eat, what chores to accomplish, where to go at what time. The decisions that one makes in life can have both positive and negative consequences.

Rational decision-making helps us to avoid negative consequences. One can follow the steps below to make rational decision.

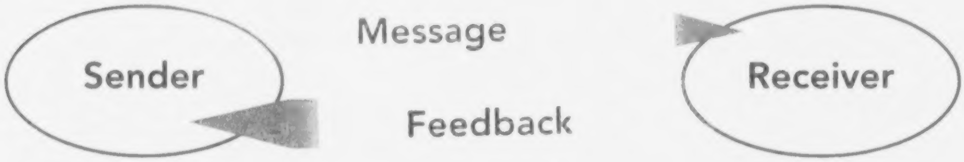
1. Identify the challenge. This involves isolating the problem of challenge at hand.
2. Identify choices. This involves knowing from what options one can choose in making the decision. Sometimes it includes consulting other people if one has limited information on the options.
3. Make the decision. Here one finally chooses one option after examining the consequences compared with the rest of the options identified.

b) *Problem Solving*

Problem solving involves actually taking action after arriving at a decision. For example, a boy saying 'no' to peers' suggestions to take drugs. Problem solving enables an individual to deal constructively with many problems in life. Problems which are left unresolved can cause mental stress or break down. It is only through practice in solving problems that young people can develop the skills necessary to solve challenges. Skills such as self awareness, assertiveness, and effective communication are applied in the process of problem solving.

c) *Effective Communication*

Communication involves the sender sending a message to a receiver who receives it, interprets the message and sends feedback to the sender. All this is done using a channel. This process can be represented in a diagram as follows:



Effective communication is important when dealing with others in everyday life. Young people need to have effective communication skills so that they can communicate with peers and adults on issues related to their feelings, values and experiences.

d) Self-esteem

Self-esteem is described as awareness of the good in oneself. Individuals need to know and understand themselves, their strengths and weakness, feelings, emotions and their positions in life. The more individuals understand themselves, the more capable they are of using other life skills effectively. High self-esteem tends to lead to healthy behaviours. Self-esteem can be influenced by an individual's relationship with others such as parents, family members, teachers and peers. These relationships can help to develop or destroy an individual's self-esteem.

e) Assertiveness

Assertiveness means knowing what you want, why, communicating your views and taking the necessary steps to achieve what you want. It can be applied in different situations such as a pupil rejecting the sexual advances of another pupil or an older person. An assertive child can also convince his/her parents that he/she needs to continue with education.

f) Coping with emotions

Emotions include fear, affections, anger, shyness and disgust. Coping with emotions implies that people can recognise their emotions and the reason for them and make decisions to control the emotions. It also involves knowing how emotions can influence behaviour.

g) Coping with stress

Stress is any change which exerts pressure on our physical or mental energies causing anxiety and tension. It can occur at home, work or school. Some of the situations that can lead to stress are family problems, rows with relatives, friends, and neighbours, the death of family member or a friend, broken relationships, pressure at work and examinations. People who do not respond well to stress can develop stress-related diseases such as stroke, headache, backache and stomach ulcers.

Coping with stress involves recognising the sources of stress in our lives, how this affects us and acting in ways that help to control our levels of stress. The ways of copying with stress include engaging in physical exercise each day and cultivating a positive mental attitude to your problems. Young people need to learn to recognise stress, its causes and effects and how to deal with it.

h) *Interpersonal Relationship Skills*

People constantly interact with other people, with their inner selves, and with the environment as a whole. Interpersonal relationship skills help people to relate in positive ways with other people. Skills and attitudes such as respect, kindness, love and communication strengthen the relationships whereas gossip, disrespect, and unkindness destroy relationships. Sometimes friends can come up with unacceptable and dangerous suggestions. Young people need to refrain from doing things they believe are wrong and defend their decisions. They need to do this even if it means being ridiculed or excluded from a relationship.

i) *Planning*

At any time, people have several things to be done in the home, school and working place. There is need to plan what will be done and in what order for proper utilisation and management of resources. The resources include time, money and materials.

j) *Entrepreneurship*

Entrepreneurship is the operation of a business involving the choice of a product, the mobilisation of necessary capital, decision on product quantities and prices and the employment of labour. Entrepreneurship is important for generating personal, family and national income, and improving the quality of life. Entrepreneurship involves other related skills such as budgeting, literacy, numeracy, effective communication, creativity, assertiveness and decision making.

k) *Critical thinking*

We are confronted by many and often contradictory issues, messages, expectations and demands from relatives, friends, educators, the media, religious institutions, and culture. When we are subjected to information or experience we should be asking questions such as: Is this true? Is it possible? How can that be? What will others think or say? Critical thinking is an ability to analyse information and experiences in an objective manner. Children need to analyse critically the environment in which they live and the multiple messages that are presented to them. Critical thinking, is a very helpful in problem solving and conflict resolution.

l) ***Creativity***

Creativity means coming up with new ideas, procedures, arrangements and solutions. Traditional solutions to some problems may have long ceased from being effective. There is need to find new solutions to those problems. Creativity is important in that it can help us respond adaptively and with flexibility to the situations of our daily life.

m) ***Empathy***

Empathy is the ability to imagine oneself in the place of another, to understand the others feelings, desires, ideas and actions. Empathy also involves finding ways of lessening the burdens of others rather than condemning or looking down on them. It can help people to improve social interactions, and encourage mature behaviours towards people in need of care and tolerance.

n) ***Peaceful conflict resolutions***

Conflict resolution means bringing a disagreement to an end. Conflicts are unavoidable and sometimes are necessary. Conflicts are generally detrimental to parties involved. Conflicts must be resolved peacefully. Conflict resolution involves a person ending his/her conflicts or helping other to reconcile. In order to resolve conflicts peacefully, one may need the following skills: negotiation, tolerance, effective communication, co-operation, perseverance, problem solving and coping with emotions.

4.0 TASKS

4.1 Divide the participants into small groups and ask the to first read the following case study and engage in a role play.

Case study

James and Chimwemwe are both pupils in standard 8. They like helping each other with their assignments. Other pupils start gossiping that these two are in love. Though James and Chimwemwe try to explain the truth, nobody understands. Some suggest that they go ahead having the affair. After all, everyone is talking about them. James and Chimwemwe are confused. They are afraid of the consequences.

4.2 Consider and discuss the two issues below:

(a) Mention the skills that were applied?
(b) Mention the skills that would be necessary for James and Chimwemwe to solve their problems?

4.3 Remaining in the groups, consider the following situation and questions below.

You have just failed School Certificate Examinations and you do not know what to do.

(a) What steps would you take to contain the situation?
(b) What skills would one apply in this situation?
(c) How would the skills be applied?

■ Summary

Life skills are abilities for adaptive and positive behaviour that enable an individual to effectively deal with demands and challenges of every day life. The skills include decision making, problem solving, effective communication, self-esteem, assertiveness, coping with emotions, coping with stress, interpersonal relationship skills, planning, entrepreneurship, critical thinking, creativity, empathy and peaceful conflict resolutions. It is important that teachers should learn the skills so that they are able to assist the pupils to solve their problems effectively.

Chapter 26

■ **Topic:**

Interactive Reading Skills

Duration: **2 hours**

Introduction

Reading is the act of reproducing mentally or vocally the words of a book. In class, children read aloud to learn to produce good intonation, rhythm, fluency and correct pronunciation. They also read silently for understanding of words or passages from books. It is important that teachers should master the skills in reading in order to use them effectively and to help the learners develop good reading skills. In this chapter, the participants will learn the skills and significance of reading.

Objectives

By the end of the chapter participants will be able to:

1. State the meaning of reading
2. State and demonstrate the use of interactive skills in reading
3. Explain silent reading, scanning and skimming in reading
4. Explain the significance of silent reading, skimming, reading around and scanning in language learning.

Materials

- Pental markers
- Flip chart/chalkboard
- A board
- Reading passages
- Cards
- Writing paper

Activities

1.0 MEANING OF READING

1.1 Give a card to each participant and ask him/her to write the meaning of reading

1.2 Stick the cards with participants' responses on a board. The participants' responses may include such responses as: the ability to pick out words and pronounce them correctly.

1.3 Review and summarize the meaning of reading as follows: the act of reproducing mentally or verbally the words of a passage.

2.0 INTERACTIVE SKILLS IN READING ALOUD

2.1 Divide the participants in small groups. Give each group a flip chart and a pental marker and ask each group to write down some of the interactive skills in reading of the given flip chart. Their responses may include the following: individual reading, reading in groups, and reading by sections of the class etc.

2.2 Have the groups present their points in a plenary session.

2.3 Review and summarise the responses as follows:

- Reading key words of the passage on cards.
- Recognition of key words of the reading passage.
- Discussing an illustration of the reading passage.
- Matching words with an illustration.
- Matching pictures with words.
- Reading sentences of the passage on strips of paper.
- Reading in pairs.
- Reading individually.
- Reading as a class.
- Reading as sections of a class.
- Group work reading (mixed group).
- Ability-group reading.
- Reading in paragraphs.
- Dramatized reading.
- Phonic method.
- Oral / Writing spellings.
- Reading games such as:
  - team competition.
  - Picking up cards with words read out.
  - Pointing out words that have been read.
  - Competition in picking parts of speech from the reading passage (e.g. nouns, adjectives, adverbs, verbs, pronouns).
- Reading silently.
- Asking questions on the reading passage.
- Answering comprehension questions on the reading passage either orally or as written work.
- Scanning for information.
- Skimming for main points.

3.0 SILENT READING, SCANNING AND SKIMMING.

3.1 Write the terms: '**Silent reading,**' '**Scanning**' and '**Skimming**' on the chalkboard or flip chart.

3.2 Give three cards to each participant and ask him/her to write his/ her understanding of each term on a card.

3.3 Stick the responses on a board

3.4 Sort out the responses for each term with the participants to get the response which gives the correct meaning of the reading skill.

3.5 Summarize the responses by saying:

- **Silent reading:** Reading mentally for understanding
  - No lip movement
  - No finger pointing
  - No head movement
  - No vocal sound produced
- **Scanning:** Glancing at the passage quickly to pick out information required. e.g. find Blantyre, Mangochi, etc. in the passage; find the population of Malawi, etc. in the passage.
- **Skimming:** Reading quickly to note the chief points of the passage.

3.6 Have the participants work in groups, giving each a passage to read silently. Afterwards, give them five comprehension questions to answer.

3.7 Discuss their responses to the questions. Then emphasize that silent reading is the normal way of reading.

3.8 To the same groups give another passage and ask them to find four pieces of information in it.

3.9 Discuss with them how they found the four things. Tell them that this kind of reading is quick and does not require one to read every word. It is scanning.

3.10 Using the same passage, ask the groups read the passage quickly to note the key points of the passage.

3.11 Discuss with them how they found the key points. Then tell them that this kind of reading is quick and requires one to note the key points of the passage. This kind of reading is called Skimming.

4.0 REASONS FOR SILENT READING, READING ALOUD, SKIMMING AND SCANNING.

4.1 Divide the participants in four groups. Give each a flip chart and ask them to write the reasons why the skill they are assigned is used. Assign them as follows:

Group 1: Silent reading
Group 2: Reading aloud
Group 3: Skimming
Group 4: Scanning.

4.2 The groups exchange the charts and add points where necessary.

4.3 Stick the charts on the wall. Organise a gallery for the participants to see what has been written.

■ Summary

Reading is the act of reproducing words in a passage mentally of verbally. In class, children are trained to read aloud for good pronunciation; silent reading for comprehension; skimming for noting key points of the passage; and to scan through a passage for particular information. This chapter helps the participants to develop and master the interactive reading skills so that they can teach the children how to read effectively.

Chapter 27

■ Topic:

Writing Skills

Duration: **3 hours**

Introduction

Writing means making marks that represent letters or words or numbers by using a tool held in the hand. It is a skill that has to be developed. In school, children develop this skill right from grade one. However, learning how to write depends on motor development. The more the child's motor skill is developed, the easier it is for him/her to acquire writing skills. The teachers should try to provide many exercises which help the children develop the motor skill.

Objectives

By the end of the chapter the participants should be able to:

1. Teach some of the prewriting activities.
2. Teach how to write numbers, letters and words in print and in cursive writing properly.

Materials

- Boards
- Chalk
- Slates
- Slate pencils
- Sticks
- Sand trays
- Pictures
- Modeled letters
- Numbers
- Drawings
- Reeds
- Water

Activities

1.0 TEACHING SOME OF THE PREWRITING ACTIVITIES

1.1 Using a brainstorming session, ask participants to mention some of the prewriting activities. Their responses may include: movement of the wrist, making circles in the air and tracing pictures or drawing. Write the responses on a flip chart paper.

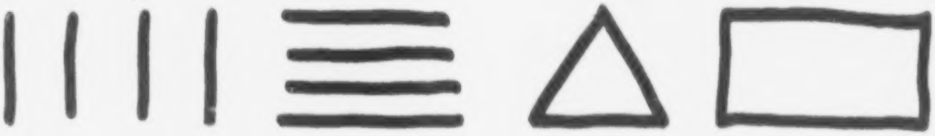
1.2 Review the list and make a summary of the points as follows

- Movement of the wrist of the hand to prepare writing
- Making circles in the air with stretched forefingers.
- Tracing pictures or drawings with stretched forefingers, crayons, coloured chalk, sticks, etc.
- Tracing edges of round, rectangular, triangular, squares, oval objects or shapes with fore fingers, sticks or pieces of coloured chalk.

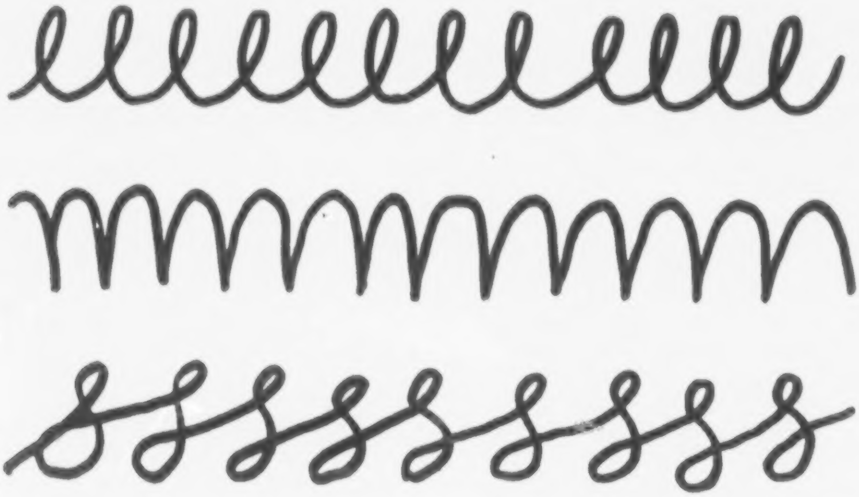
- Tracing cut out numbers or numbers in magazines; clay modeled numbers with forefingers, sticks or pieces of coloured chalk
- Using holed reeds to make different shapes, letters, drawings by blowing bubbles of water.

1.3 Review the following basic skills.

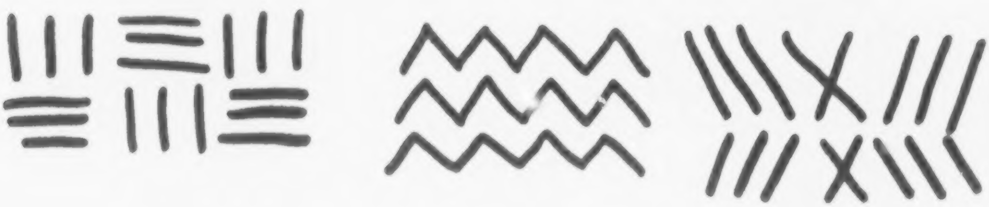
Drawing horizontal and vertical lines. This helps to prepare for drawing rectangular figures.



Making /writing spirals



Making patterns



2.0 PRACTICE

2.1 Select one activity at a time and demonstrate how it can be taught.

2.2 Let participants practise the activity. Supervise the exercise.

2.3 Continue in the same way for the other activities.

3.0 HOW TO WRITE LETTERS, WORDS AND NUMBERS

3.1 Demonstrate and give lots of practice to the participants beginning to write letters of alphabet in print

- Revise writing skill of spiral in the air, sand, on the board and slate.
- Show participants how to write letters of the alphabet as follows.

a b c d e f g h i j k l m
n o p q r s p w x y z

- Ask participants to practice writing the letters. Practice in writing the letters before teaching the skills to pupils. They should use pencils instead of pens.
- Review their writing and emphasise the following points:
  - a. Writing of letters should be introduced in stages according to the ability of the learners.
  - b. Teachers should practice the skill before teaching it to the pupils.
  - c. Pupils should use pencils instead of pens.
  - d. Introduce one letter in a lesson as shown.

- Revise how to write letters of the alphabet by adding one participant at a time to come forward and write on the chalkboard.

4.0 BEGINNING TO WRITE WORDS

4.1 Explain to participants that writing words depends on the language. A syllabic language like Chichewa starts with writing syllables. English starts with simple words children have learned to read. Roughly demonstrate the process as follows:

Chichewa:

English:

4.2 Let participants practice writing words in both Chichewa and English.

4.3 View what participants have written and emphasise the following points:

- The need for tidiness, neatness and speed.
- For lower case, use lines on the board or paper.

5.0 BEGINNING TO WRITE NUMBERS

5.1 Ask one participant to demonstrate how to write the spirals and patterns in the air, on the sand and board.

5.2 Introduce the writing of numbers from zero to nine.

0 1 2 3 4 5 6 7 8 9

Let participants have enough practice in writing the numbers from 0 to 9 on the chalkboard. The participants (teachers) should introduce one number in a lesson and give the pupils plenty of time to practise writing the number. After pupils have mastered the basic single digit numbers can introduce writing the two digits numbers.

5.3 View what participants have written and emphasise the following points:

- Introduce writing one number at a time and give pupils plenty of practice time.
- Use varied situations e.g. writing on the sand, in the air, on slates.

6.0 HOW TO INTRODUCE CURSIVE WRITING

6.1 Revise the writing of spirals.

6.2 Demonstrate and explain how to introduce either the Marion Richardson or Palmer styles of cursive writing using the letters of alphabet as follows.

Marion Richardson

Palmer

6.3 Let participants practice cursive writing and circulate resource persons around the room to view what participants have written.

6.4 Comment on the work and emphasise the following points:

- Practice the cursive writing before teaching pupils.
- It does not matter whether the teacher teaches Marion Richardson or Palmer style of cursive writing.
- The teacher must be consistent in the style used.
- Children should be given plenty of practice time. They should also be encouraged to practice the skill at home.
- Children should start writing syllables and then words as follows:

■ Summary

Development of the skill of writing depends on motor development. This implies that pupils should be given plenty of prewriting activities before teaching them formal writing. This will help them to refine their motor skills. The teachers (participants) should also provide lessons on handwriting and emphasize good writing in all the subjects.

Chapter 28

Topic:

Achieving Permanent Numeracy

Duration: **4 hours**

Introduction

Besides being able to read and write, the child needs to know how to work with numbers. The ability to understand and use numbers is called numeracy. The increase in complexity of modern life and the greater awareness of the application of numbers to many phases of life compels every child or adult to be numerate. It is therefore the job of teachers to ensure that children attain permanent numeracy before they leave school. Teachers need to understand that achieving permanent numeracy is a necessary and fundamental aspect of life. This topic discusses procedures that teachers can follow to help children achieve permanent numeracy.

Objectives

By the end of this topic participants should be able to:

1. List activities that a numerate person is able to do.
2. Discuss creative activities that teachers can use to help children achieve permanent numeracy.
3. Practice creative activities that teachers can use in helping children achieve permanent numeracy.

Activities

1.0 ACTIVITIES THAT A NUMERATE PERSON IS ABLE TO DO

1.1 Using a brainstorming session let participants list activities that a numerate person is able to do. One of the participants should record responses as follows, being able to:

- sort objects according to numbers
- count numbers
- order numbers
- write numbers
- read numbers
- model numbers
- calculate – add, subtract, divide, multiply
- use face value
- estimate
- measure
- give correct change

1.2 Review the points and comment on some of them.

2.0 CREATIVE ACTIVITIES FOR HELPING CHILDREN TO ATTAIN NUMERACY.

2.1 Divide participants into groups and give each group a flip chart paper. Let each give write five ways they can use to help children attain permanent literacy. Some of their responses should be :

- Use of real life situations.
- Allowing pupils to talk about their mathematical experiences in order to develop games for concepts.
- Use of semi-abstract experiences – pictures, diagrams.
- Use of symbols of practical experience.

2.2 Ask the groups to present their points during plenary.

2.3 Summarise the main ways of helping children to attain numeracy as follows:

- Use concrete situations to introduce Mathematical concepts such as numbers, Measurements, basic facts.
- Allow pupils to talk about their mathematical experiences in order to let them develop the appropriate languages for their experiences.
- Use pictures to depict the practical experiences.
- Symbols should be used after pupils have shown mastery of the concepts through concrete situations and pictures.
- Give the children a lot of meaningful practice on the concept/skill that has been introduced to them.
- Use the local environment to introduce and reinforce mathematical concepts and skills.
- Give the children a variety of problems to solve.
- Allow children to discuss patterns in and meanings of mathematical concepts.
- Use a meaningful and constructive marking system so that the child can learn through his/her own mistakes.
- Use subject integration to reinforce mathematical concepts.
- Use games in teaching and learning mathematics.

3.0 PRACTICE CREATIVE ACTIVITIES FOR HELPING CHILDREN ATTAIN PERMANENT NUMERACY.

3.1 Divide participants into groups and give each group a Teachers' Guide and Pupils' Book for Mathematics. Let them select one topic in which they can practise the following creative activities of helping children achieve permanent numeracy.

1. Use of games.
2. Integration of Mathematics and Other subjects.
3. Use of experience, language, pictures and symbolism in introducing addition.
4. Teaching and learning mathematical shapes using the environment.

3.2 Ask each group to prepare lesson plans for presentation.

3.3 Each group should make a lesson presentation during plenary. After each presentation make a lesson appraisal, discussing strong and weak points as well as options for improvement.

Summary

When the teaching of numbers and numeration is properly done, pupils will have no problems in performing basic operations like addition, subtraction, multiplication and division. Teachers should not think these are simple concepts. There is need to develop them thoroughly using concrete objects and life experiences so that by the end of standard 4, pupils should have achieved permanent numeracy.

Chapter 29

■ Topic:

Community Participation in Curriculum Design and Implementation

Duration: 2 hours

Introduction

A school is an agent of change in the community and it is important for community members to take part in deciding what their children should learn in the school. The members should also be actively involved in the implementation of the school curriculum. The teachers and key community members should often meet to plan together on curriculum topics that the community resource persons can teach the pupils in the school.

During teacher training, it is important that the teachers should be taught how to plan with the community resource persons in order to get the best services from them and ensure that the learners' time is profitably spent.

Objectives

By the end of this chapter, the participants should be able to:

1. Identify topics from Chichewa, General Studies and Mathematics Syllabi that can be taught by community resource persons in standards 2, 3 and 4.
2. State five factors that should be considered when engaging key community members as resource persons.
3. Prepare a plan of work for a term in which teachers and community resource persons will work together.

Materials

- Flip charts
- Coloured chalk
- Pental markers
- Copies of the syllabus for Chichewa, Maths, G/Studies and Music

Activities

1.0 IDENTIFICATION OF TOPICS FROM CHICHEWA, GENERAL STUDIES, MUSIC SYLLABI THAT CAN BE TAUGHT BY COMMUNITY RESOURCE PERSONS IN STANDARDS 2, 3 AND 4

1.1 Issue syllabi to the participants and help them to identify subjects in which they can find some topics which can be taught by community resource persons. The participants may say: Chichewa, Maths, Music, General Studies, etc.

1.2 Ask participants to list topics from each subject that could best be taught by the community resource persons. These may include story telling in Chichewa lessons, local customs/dances/songs in General Studies or songs/dances in Music.

1.3 Ask participants the reason why some topics in those subjects should be handled by the community resource persons. Their answer may be that these topics are best known by the community leaders.

1.4 Divide the participants into groups and ask them to identify topics from Mathematics, Chichewa, Music and General Studies syllabi which can be taught by community resource persons. The groups will write the topics on flip charts. After 20 minutes the groups will swap the subjects and flip charts and a group will only add what is not there. The swapping will continue until each group has a chance to add on each flip chart as follows:

Group 1: topics in Chichewa	**Group 1: Mathematics**
Group 2: topics in Mathematics	**Group 2: Music**
Group 3: topics in Music	**Group 3: G/Studies**
Group 4: topics in General Studies	**Group 4: Chichewa**

1.5 Ask the groups to present their topics. A summary will be drawn for each based on the presentation and comments from the class.

2.0 FACTORS TO BE CONSIDERED WHEN ENGAGING KEY COMMUNITY MEMBERS IN TEACHING

2.1 Asks participants the following question: **"What things would you want to discuss with the community resource persons before they are involved in teaching?"** List the responses on the flip chart as follows:

(a) that they are the best resources for some of the topics in the syllabi.

(b) that they will not be paid when engaged in teaching.

(c) that each topic has specific time on the timetable and that time will need to be observed.

(d) that the teacher through the head teacher will notify the resource person in advance.

(e) that a scheme of work should be prepared with the resource person and each will keep a copy of the plan.

(f) that the topics must be discussed in detail with the resource person.

(g) that there should be regular consultations when are problems with the plan or with the learners.

(h) That there should be an evaluation of the plan at the end of the term.

2.2 Comment on the points.

3.0 PREPARATION FOR A SCHEME OF WORK FOR A TERM OF THE IDENTIFIED TOPICS

3.1 Give the flip chart containing the identified topics to the appropriate groups (as in 1.4). Each group will imagine working with a resource person to prepare a scheme of work for a term a s follows:

Subject: General Studies

WEEK	DATE	TOPIC	TIME	RESPONSIBLE
1	4/3/99	How village Chimtengo settled at this place	30 min	Group Village Headman Chimtengo

3.2 Each group presents its plan. Then all the plans be displayed and discussed.

Assignment

The trainees arrange a meeting with key members of a nearby school to discuss topics the members can teach pupils in the school. The trainees and the resource persons make a plan for 6 weeks.

Summary

Community involvement in curriculum design and implementation ensures community ownershjp of school and accountability for the education of their children. The community is the best resource for some of the topics in the syllabi. There is need for the teachers to consult the community and work together when implementing the curriculum.

Chapter 30

■ Topic:

Community Participation in Curriculum Design and Implementation: Follow-up Practice

Duration: 2 hours

Introduction

It is important for community members to take part in deciding what their children should learn in school. The teacher and community members should often meet to plan together curriculum topics which can best be taught by community resource persons. This topic discusses how teachers can plan with community resource persons to ensure that pupils' time is profitably spent.

Objectives

By the end of this chapter participants should be able to:

1. State the procedure for introducing community participation in curriculum design and implementation at a school.
2. List stages teachers and resource persons should follow when preparing for lessons.
3. Practice how to present lessons conducted by community resource persons.

Materials

- Flip chart
- Pental markers
- Chart with analysed topics

Activities

1.0 PROCEDURE FOR INTRODUCING COMMUNITY PARTICIPATION IN CURRICULUM IMPLEMENTATION AT A SCHOOL

1.1 Use a brainstorming session to elicit points teachers can follow to introduce community participation at a school. List the points on a flip chart.

- The headteacher should call members of the PTA and School Committee to discuss the issue.
- During the meeting teachers should explain to the community the need for them to participate in curriculum implementation.
- Using a chart, the community and teachers should discuss topics which can best be taught by community resource persons.
- Identify some community members who are capable of teaching some of the topics listed

1.2 Review the points and emphasise the importance of following procedure.

1.3 Divide participants into groups to prepare for role-playing the introduction of the subject at their school.

1.4 Let participants conduct their role plays.

1.5 Comment on the role plays.

2.0 STAGES IN PREPARING FOR TEACHING THROUGH COMMUNITY RESOURCE PERSONS.

2.1 Divide participants into groups and each group should list things they would prepare for in using resource persons. Let them list their points on the flip chart as follows:

(a) Identify the topics to be presented by the community resource person.

(b) Identify community resource persons to handle the topics.

(c) Inform the headteacher of the intention to invite a community resource person on a specified topic, date and time.

(d) Contact the resource person.

(e) Discuss with the resource person details relating to class, topic, date, time, pupil expectation, lesson objectives, duration of topics, teaching and learning materials need for the lesson, method of presentation and questions to be asked by pupils.

(f) Alert the headteacher and other teachers of the coming of the resource person.

(g) Prepare the children for the resource person on issues relating to discipline, questions to ask and protocol.

2.2 Let groups present their points in a plenary.

2.3 Comment on the points and emphasise the importance of each point in achieving the lesson objectives.

2.4 Organise role-play by participants on how to prepare for lessons conducted by community resource persons.

2.5 Let groups present their role plays during plenary and comment on the activity.

3.0 HOW TO PRESENT A LESSON CONDUCTED BY A COMMUNITY RESOURCE PERSON.

3.1 Use a brainstorming session to list points to follow when presenting a lesson conducted by a community resource person. List the points on a flip chart. Their responses may include:

- Introduce the resource person to the class
- Explain the objective of the resource person's coming
- Let the resource person present the lesson
- After the presentation give pupils time to ask questions
- Thank the resource person and escort him/her
- Back in class, conclude the lesson by asking questions and emphasising the main points.

3.2 Review the points above and emphasise the importance of each point.

3.3 Divide participants into groups for them to prepare for lessons to be presented by community resource person.

3.4 Let groups present their lessons during plenary and comment on the lesson presentations. Emphasise the need for evaluating lessons presented by community resource persons as follows

- to note areas of difficulty
- to revise difficult areas
- to plan next stages.

■ Summary

Teachers need to encourage the community to take part in curriculum implementation. This can be done if they have the expertise on how to introduce the process, plan and implement it successfully. For this reason teachers should practice how each activity can be done.

Chapter 31

■ Topic:

Quality School Management

Duration: 2 hours

Introduction

A reputable school owes much to its head teacher although in all fairness this credit ought to be shared with staff and members of the school committee. This is usually so because they say the head of an institution can make or mar the institution. In managing a school, indeed no one person can do it alone, a lot of players are involved: teachers, parents and the school committee.

Objectives

By the end of the chapter participants should be able to:

1. List the duties of the head teacher that promote the smooth running of a school.
2. Discuss roles of the school committee in school management.

Materials

- Charts
- Pens
- Pental markers

Activities

1.0 DUTIES OF THE HEAD TEACHER THAT PROMOTE THE SMOOTH RUNNING OF A SCHOOL

1.1 Using a brain storming session, ask participants to say what the head-teacher ought to do in order to run the school smoothly. Allow as many responses as possible. List the participants' responses on board/flip chart: The responses may include the following: orient new staff members, admit pupils at the school, submit enrollment to the DEO, and deal with discipline issues at the school, etc.

1.2 Review the participants' responses and summarise them.

1.3 Divide the participants into groups. Let them discuss the following duties of the headteacher in relation to:

(a) his/her staff

(b) DEO and other MOE officials

(c) pupils

(d) parents

(e) school committee

1.4 In a plenary session, review the participants' responses as follows:

(a) **Headteacher and staff.** The headteacher:
- sees to it that every staff is performing his/her duties satisfactorily (e.g. schemes lesson plans, makes classroom observations).
- maintains discipline among staff.
- orients new staff to the school.
- interprets government policy to staff.
- encourages staff participation through delegation of duties and opportunities for professional growth.
- establishes clear channels of communications (e.g. staff meetings).

(b) **Headteacher and MOE Officials.** The headteacher:
- submits enrollment and staff returns monthly.
- communicating matters between the school and the district education office (e.g. discipline, death cases).
- represents the MOE at meetings and other public functions.
- Orders, distributes and organises the care of school equipment.
- Liaises with DEO on staff salaries, examinations.

(c) **Headteacher and pupils.** The headteacher:
- admits pupils to his/her school.
- deals with discipline of pupils.
- deals with pupils' appearance.
- communicates with pupils during assemblies (e.g. government policy).
- attends to welfare of pupils.

(d) **Headteacher and parents.** The headteacher:
- maintains good relationship with parents.
- informs them about performance of their pupils through school reports or informally.
- interprets government policy to them.

(e) **Headteacher and the school committee.** The headteacher:
- advises school committee on government education policy.
- initiates school projects and liaises with the committee.
- works closely with the committee in matters of school development and school management.

2.0 ROLES OF SCHOOL COMMITTEE IN SCHOOL MANAGEMENT

2.1 Divide the participants into the small groups. Give each group a flip chart and pental marker and ask them to discuss the duties of school committees in their schools.

2.2 Participants' responses may include the following:

- maintain school building
- maintain school furniture
- conduct meetings with parents
- build schools blocks

2.3 In plenary session summarise participants' responses as follows: School committee:

- plan, initiate, organize and coordinate school projects.
- maintain school buildings and furniture.
- monitor academic performance of pupils, absenteeism, drop out, teachers' behaviour and punctuality.
- influence decision making on teacher recruitment or posting.
- provide resources for teaching and learning.
- supervise teachers.
- assist in teaching.

■ Summary

Smooth running of a school requires more players than just the headteacher. Of course the headteacher as an administrator has to devote his/her efforts to plan, organize, supervise and coordinate all the activities pertaining to school governance. This entails working with the various categories of people described in this chapter. The school committee on the other had acts as a bridge between the school and the community.

Chapter 32

■ Topic:

Introducing Beginners to School Life

Duration: **1 hour**

Introduction

For most beginners, the school environment is totally new to them. It is an environment where they find that the people, buildings activities and even rules around them are different from what they had at home. This causes anxiety and uncertainty in the life of the child. For this reason, teachers need to assist beginners to gradually fit into the school environment. They must help them to feel secure and establish firm expectations for school activities.

Objectives

By the end of this chapter participants should be able to:

1. Discuss problems that beginners face in the early days of their school life.
2. Explain ways of introducing beginners to school environment.

Materials

- flip charts
- pental markers
- boards and pieces of chalk

Activities

1.0 DISCUSS PROBLEMS THAT BEGINNERS FACE IN THE EARLY DAYS OF THEIR SCHOOL LIFE.

1.1 Using brainstorming approach, ask participants to list problems that children who have just started school face in the first days of their school life.

1.2 List the participants' responses on flip chart/board. The responses may include the following: failure to locate toilets, they are always shy or come to school late.

1.3 In plenary session, review participants' responses and summarise them as follows:

- failing to locate places where certain activities such as assembly, learning, playing taking place.
- failure to locate toilets, water source, headteacher's office, rubbish pits.
- inability to use some school facilities such as toilets, drinking water
- coming to school late
- failure to associate with children from other families.
- unfamiliarity with school rules.

2.0 WAYS OF INTRODUCING BEGINNERS TO THE SCHOOL ENVIRONMENT

2.1 Divide participants into small groups and give each group flip chart and pental marker. Ask them to discuss how beginners can be assisted to fit into the school environment.

2.2 In plenary session let each group present its points.

2.3 Participants' responses may include the following suggestions for teachers:

- welcome the children;
- demonstrate how to use school facilities;
- explain school rules; and
- tell them time when lessons start

2.4 In plenary session, review participants' responses and summarise them as follows:

- On the first day, teachers should welcome them and assure them of their security.
- Before formal teaching starts, children should be introduced to their teacher.
- The teacher should familiarise children with some of the activity places such as playgrounds, classroom, assembly space, toilets and explain what happens in each area.
- Teachers should explain and demonstrate how some of the school facilities as toilets, waster paper baskets, cups for drinking water, urinals are used.
- Teachers should explain school classroom rules e.g. when to eat, what to do when going out.
- Teachers should tell children time to start cleaning, assembly and classes.
- Teachers should explain the need for mutual respect.
- Children should be allocated to teachers who are receptive, mature, creative, competent in using infant methodologies and interested in working with younger children.

- The teacher should guide them during break time so that they know when to go for break and when to come back.
- Teachers should familiarise children with other teachers.
- Where children have brothers, sisters or relatives at the school, the teacher should make an effort to know them. Such relations would be of assistance when the children are sick.
- The teacher should use play way methods and a variety of local materials for teaching.
- The children should be allowed to express themselves. It may be necessary to start the day lessons with a morning talk.
- Children should be allocated to a separate toilet from teachers.
- The teacher should be familiar with the catchment area of the school. He/she should know the villages and where families these children come from live.
- The teacher should train them on how to cross roads and when to cross rivers or streams.

■ Summary

For beginners to fit into the school environment successfully teachers need to handle them with skills and respect. Children should be allocated to a teacher who is interested in the education of younger children. Before they start formal learning, children need to be introduced to places where they will constantly work. For instance they need to be familiarised with the classroom, toilets, water source and play grounds. They also need to be aware of how certain facilities such as toilets are used. More importantly, they should be familiar with school rules and routine activities for the school.

Chapter 33

■ Topic:

Community Empowerment

Duration: 2 hours

Introduction

The communities surrounding schools have greater responsibilities than is usually imagined. Their responsibilities go beyond the mere construction of school blocks. Communities have much say in the affairs of their school. They have to support the activities of the school through their constant monitoring and evaluation of those activities. Communities should be empowered to know these responsibilities through trainings or community awareness meetings.

Objectives

By the end of this chapter, participants should be able to:

1. List ways in which communities can be involved in supporting schools.
2. State the responsibilities of communities in the development of schools.
3. Describe the communities roles in school management, recruitment, monitoring and evaluation of school activities.

Materials

- Pental markers
- Charts
- Chalk
- Cards with words like curriculum development, management, recruitment, monitoring, evaluation and monthly meetings.

Activities

1.0 WAYS IN WHICH COMMUNITIES CAN BE INVOLVED IN SCHOOL SUPPORT

1.1 Stick word cards on different parts of the walls in the working room and ask participants to go and stand near the word which they think best describes the responsibilities of the communities towards their school.

1.2 Let each group of people explain their choices. Their responses may include the following:

- Curriculum development: Assist teachers to teach.
- Management: Running the school
- Monitoring: Following up activities at the school.
- Evaluation: Checking progress of activities carried out at the schools.

1.3 Divide participants into three groups. One group should have more people than the other two. Give each group a flip chart and a pental marker and assign them subjects as follows:

- Group one should discuss and list ways in which the community can participate in the curriculum.
- Group two should discuss and state the role of the community in the development of the schools.
- Group three should prepare a role play depicting the role of the community in school management, recruitment, monitoring and evaluation, attending monthly meetings.

1.4 Go around to supervise and assist groups with problems during their discussions/preparations.

1.5 In the plenary session let groups 1 and 2 present summaries. Review the responses and summarise as follows:

Curriculum. Community should be sensitised in the importance of their involvement in the teaching of some of the topics in Music, General Studies, and Chichewa. Give specific examples, such as traditional dance: communities can be involved in teaching why, when and how they dance ngoma.

Development and management of the school. Decision making in site selection, type of school, resource mobilisation, promoting the spirit of self help; self-reliance; monetary or material contributions, renovations and repair, provision of teaching and learning resources; monitoring absenteeism; drop out; counselling children and parents of children; teacher recruitment; supporting school activities such as open days, closing ceremonies, and sports days.

1.6 Role play on school management, recruitment, monitoring and evaluation, participating in monthly meetings.

1.6.1 Ask participants to take notes as the group is acting.

1.6.2 Let the group present their role play.

1.6.3 In plenary session review and summarise participants' responses as in the examples that follow:

- School committee usually calls for meetings with teachers, pupils and parents, to discuss matters of school administration, discipline.

- The DEO is sometimes approached by the school committee to lobby for teachers' disciplinary action or removal of head teacher or to ask for additional teachers.
- In monthly meetings, communities should discuss ways of improving pupils' academic performance, absenteeism, drop out rates, and teacher and pupil behaviour.

■ Summary

In this session, different ways in which the community is empowered in the governance of the school have been discussed. Communities should be empowered or should be made aware through trainings or community meetings of their roles in issues of curriculum, development of the school, management, recruitment, monitoring and evaluation.

Chapter 34

■ Topic:

Water and Sanitation

Duration: **2 hours**

Introduction

Water is one of the basic requirements for life apart from air, warmth and food. All living things need water to maintain shape and circulation systems in the body. Sanitation is the disposal of all waste matter by man. Waste matter is what man also does not have any more use for like water, body wastes like urine and faeces, left over foods or all dead animals and plants. If waste matter is not properly disposed of, it can be a source of disease or may harbour germs that cause disease. Good sanitation is a basic requirement at every institution and every participant at an institution must know what good sanitation is, and understand what contribution he/she must make to achieve it.

Objectives

By the end of the chapter the participants should be able to:

1. Define the term sanitation and describe water
2. Explain the connection between water and sanitation
3. Discuss good sanitation facilities in a school

Materials

- Flip charts
- Pental markers
- Cards
- Waste matters
- Boards
- Pieces of papers
- A4 paper

Activities

1.0 WATER AND MEANING OF SANITATION

1.1 Give a card to each participant. Each participant to describe water and define the term "sanitation".

1.2 Let participants stick their cards on a board. Go through the participants' responses and summarise them as follows. Water is:

- a liquid we drink when we are thirsty.
- a liquid that helps the bodies of animals and plants maintain shape
- a liquid we use to clean our bodies, clothes and utensils.
- a liquid we us to cook something
- a liquid that plants and animals use to transport foods in their bodies
- water is what boats and ships use for conveyance

1.3 Divide the participants into small groups and write on a flip chart "define the term sanitation" Let the groups define the term "sanitation". (e.g., Sanitation is the way people get rid of waste materials.)

1.4 Review the participants' responses and summarise them as follows:
- Sanitation is disposal and treatment of waste matter from human activities.

2.0 CONNECTION BETWEEN WATER AND SANITATION

2.1 Divide participants into small groups. Give each group two cards and one pental marker. Write on a flip chart "Mention 4 advantages and 4 disadvantages of water."

2.2 Let the groups discuss the issues in 2.1. Participants responses may include the following:

Advantages: It can be used to quench thirst, dissolve food, wash clothes, and build houses.

Disadvantages: It harbours diseases, helps to spread diseases, and dissolves minerals which are bad for human life.

2.3 Review participants' responses and summarise them in two lists as follows:

ADVANTAGES	DISADVANTAGES
• For mineral salts transportation in animals and plants	• Harbouring snails and mosquitoes that are a part of the cycle of diseases like bilharzia and malaria.
• For removal of waste matter from the bodies of animals and plants	• Helps to spread disease by transporting germs from source to where the victim is found.
• For maintaining shapes of living things	• Creating dampness or wet lands that make man unhealthy or plants unhealthy.
• For washing clothes, utensils, bodies and food	
• For transportation	

Emphasis should be placed on water's usefulness to living things (animals and plants) but it can also be harmful:

- When stagnant, water rots and attracts flies if mixed with other wastes.
- It warms up and encourages fast breeding of mosquitoes when stagnant.
- It sediments, causing silting and hard pan where plants can't grow when it is stagnant.
- When not well drained it spreads all over making it difficult to walk over such ground;
- It sweeps over diseased surfaces and gets contaminated.

3.0 WHERE IN SCHOOL ARE WASTES DISPOSED?

3.1 Divide the participants into small groups and give each group A4 paper. Write on the chart the following: "List 3 wastes that are disposed of at the School, what problems are they causing? And how can the situation be corrected?"

3.2 Let the groups discuss the questions and write the responses on the paper.

3.3 Review the participants' responses and summarise them as follows:

NO	WASTE	WHERE DISPOSED OF	PROBLEM	HOW TO CORRECT
1	Urine	• Bush • Behind building and trees • Around pit latrine hole	• Stench • Permanent wetness • Spread bilharzia in water	• Use an enclosed soak pit • Douche with hot water
2	Faeces	• Bush • On the floor in the latrine • Outside the latrine building	• Stench • Attract flies • Spread eggs of worms by decomposition • Spread diseases like dysentery and cholera • When swept by water spread bilharzia. • Encourage the breeding of flies and mosquitoes	• Dig deep pit latrines with a well thatched roof. • Have a cover on the pit hole all the time • Always and only use the pit hole for fecal disposal.
3	Food left-overs, Litter after sweeping	• On the surface around the school • Around water sources	• Stench • Breeding place for flies and mosquitoes • If near water, contaminates it.	• Dig a wide rubbish pit about 3m deep and deposit all refuse from around the school there.

3.4 Let the groups visit different sites around school to examine what they can do to correct the situation.

3.5 In plenary session ask the groups to present their findings.

3.6 Review the participants' responses and summarise them as follows:

The mistakes we see are showing poor sanitary conditions and what improvements we wish to effect are to improve sanitary conditions. Poor sanitation brings harmful effects where as good sanitation improves the health of the community that uses the disposal site.

■ Summary

Water is one of the basic requirements for one to live apart from air, warmth and food. All living things need water for their life. Sanitation is the disposal of all waste matter by man- waste matter is what man also does not have any more use for like used water, sweat, urine, faeces, left over foods or all dead animals and plants. If waste matter is not properly disposed of, it can be harmful to man. It can be source of different diseases like bilharzia, malaria and other diseases. Good sanitation is a basic requirement at every institution in order to prevent these diseases.

▪ APPENDICES

Appendix A: Sample Record of Work

Appendix B: Appraisal Guide for the Skill of Introduction

Appendix C: Appraisal Guide for the Skill of Reinforcement

Appendix D: Appraisal Guide for the Variation Technique

Appendix E: Appraisal Guide for the Questioning Technique

Appendix F: Appraisal Guide for the Skill of Closure

Appendix A

Sample Record of Work

Sample Record of Work

WEEK/ DATE	WORK PLANNED	METHODS	REFERENCE	WORK DONE	REMARKS
2/11/98 to 6/11/98	Topic 1: Stories reflecting ideas about God/Allah/ Chauta Unit 1: stories and proverbs Unit 2: stories and proverbs Unit 2: stories and proverbs	• Question and answers • Discussion • Story telling • Role Play	Standard 4 teachers guide, MIE pp 2-10 Standard 4 primary school syllabus, MIE 1991, pp 105-135	• listing language • discussed meanings of proverbs • discussed and interpreted story about boys • role played the story	• pupils listed several languages without problems • pupils had difficulties to interpret problems • pupils role played the story without difficulty

Appendix B

Appraisal Guide for the Skill of Introduction

COMPONENTS/ELEMENTS	LESSONS					
	1	2	3	4	5	6
• GAINING ATTENTION - Use of teaching and learning materials - Use of gestures - Varying the tone of voice - Use of activity						
• MOTIVATING PUPILS - Showing warmth and enthusiasm - Introducing an element of surprise - Telling an interesting story - Introducing an activity						
• STRUCTURE - Stating the limits of the task - Stating the objectives of the lesson						
• MAKING LINKS - Teaching from known to the unknown						

Appendix C

Appraisal Guide for the Skill of Reinforcement

COMPONENTS/ELEMENTS	LESSONS					
	1	2	3	4	5	6
• Verbal reinforcement						
• Gestural Reinforcement						
• Proximity Reinforcement						
• Contact Reinforcement						
• Activity Reinforcement						
• Token Reinforcement						
PRINCIPLES OF USE						
• Warmth and enthusiasm						
• Avoiding negative reinforcement						
• Variety of use						
• Meaningfulness to pupils						

Adapted from Tarney, C. et al (1982). Supervisor Development Programmes: Role Handbook. Sydney University Press.

Appendix D

Appraisal Guide for the Variation Technique

COMPONENTS/ELEMENTS	LESSONS					
	1	2	3	4	5	6
• Use of movement						
• Use of gestures						
• Pupil physical activity						
• Change of tone of voice						
• Change of teaching and learning materials						
• Use of different senses						

Appendix E

Appraisal Guide for the Questioning Technique

COMPONENTS/ELEMENTS	LESSONS					
	1	2	3	4	5	6
• Phrasing - Clarity - Brevity						
• Focus						
• Redirecting						
• Distribution - Questions to whole class - Questions to specific pupils for specific reason - Spread of pupil responses						
• Prompting - Rephrasing - Simple question - Review of question						
• Changing the level of cognitive demand						
• Pausing - Question, pause and nominate						
• Handling pupil answers - Responding with warmth and enthusiasm						

Adapted from Tarney, C. et al (1982). Supervisor Development Programmes: Role Handbook. Sydney University Press.

Appendix F

Appraisal Guide for the Skill of Closure

COMPONENTS/ELEMENTS	LESSONS					
	1	2	3	4	5	6
• Summarising the main points of the lesson						
• Oral or written activity						
• Use of questions to check understanding of main points						
• Done on time						

Save the Children (US) Education Program, Malawi

Teacher

RESOURCE HANDBOOK

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